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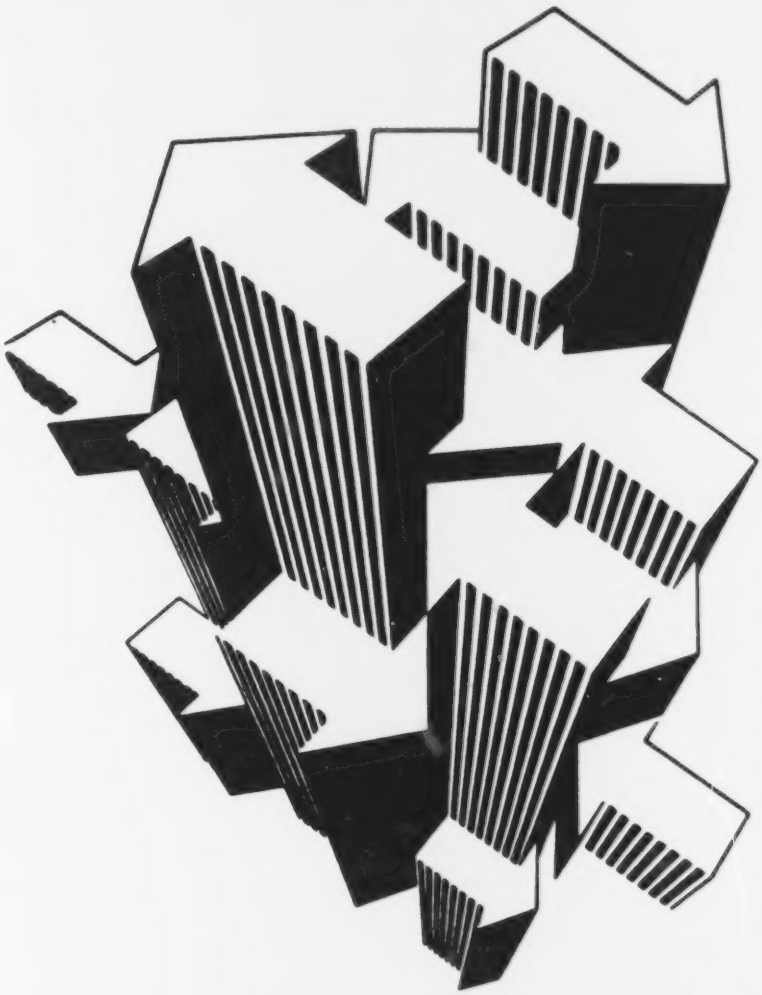
ABSTRACT

The proceedings include, after the keynote address by E.M. Childers and the conference agenda, the following papers: "An Additional Handicap: Visual Perceptual Learning Disabilities of Deaf Children" (Vivienne Ratner); "Minimum Competency Testing" (Carl Williams); "Transitional Planning for Hearing Impaired Students in the Mainstream" (Helen Boyle); "From Point to Point: A Writing Program for Hearing Impaired Students" (Joan Laughton and Page Long); "Communication Between Dormitory Staff and Parents" (Michael Kelly); "Infant-Toddler Evaluation" (Ruth Funderburg and Paula Forney); "New Developments in Recreation for Residential Students" (Marilyn Myers); "Community Based Curriculum for Hearing Impaired Students" (John Johnston et al.); "Educational Interpreting" (Judy Heavner); "Preparing Deaf Students for College/What Parents and Teachers Can Do" (Susan Easterbrooks); "What Does LRE Mean?" (Sy DuBow); "Debugging the Human Computer: Instrumental Enrichment" (Mary Jo Johnson); "Auditory Processing for the Hearing Impaired" (Linda McGraw); "The Semantic/Syntactic Assessment and Instruction of Language Rationale and Development" (Phyllis Baker and Debbie Inman); "Developing a Curriculum for the Multi-Handicapped Hearing Impaired" (Dianne Moore and Larry Thorne); "Dicotomies--The Deaf Dilemma: The Deaf Child and the Restrictive Element in His/Her Environment" (Joe Hartung); "Innovative Ways to Serve Hearing Impaired Students in Rural Settings" (Helen Boyle); "The Role of Philanthropy in Provision of Services to the Deaf" (David Brown); "AIDS" (Maureen Dinges); "KET K-12 Instructional Television Programs" (Jan Davie); "American English Phonetic Hand Alphabet" (Jay Barker); "Visual Impulses" (Michael Burton); and "The Past is Prologue/Observation/Directions" (James Whitworth). (DB)

ED312840

OUTREACH '88



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New Directions in Resources for Special Needs Hearing Impaired Students

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Proceedings of the
Eighth Annual Southeast
Regional Summer Conference

EC 213198

BEST COPY AVAILABLE

PROCEEDINGS OF THE EIGHTH ANNUAL SOUTHEAST REGION SUMMER CONFERENCE

Georgia School for the Deaf

Cave Spring, Georgia

June 14-17, 1988

Editors

Faye Kemp, Teacher/Family Life Educator

Mary Alice Montgomery, Secretary/Typist

Nicolette Whatley, Senior Clerk

Printer

Billy McDonald

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GALLAUDET PRE-COLLEGE OUTREACH PROGRAM
Gallaudet University

GALLAUDET'S SOUTHEAST REGION EDUCATION
Resource Center on Deafness
Atlanta Area School for the Deaf

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EDUCATIONAL RESOURCE CENTERS ON DEAFNESS

A Network of Services Working for You

Headquarters–Pre-College Programs
Center for Curriculum Development, Training and Outreach
(202) 651-5342

Gallaudet University
800 Florida Avenue, N.E.
Washington, D.C. 20002

June 14, 1988

Ms. Teresa Lee, Coordinator
1988 S.E. Region Summer Conference
Georgia School for the Deaf
P. O. Box 26
Cave Spring, Georgia 30124

Dear Teresa:

On behalf of Gallaudet University's Department of Curriculum, Training, and Outreach, I want to welcome the Southeast Region schools to our 8th Annual Summer Conference. As you know, we are still the only region in the country that has kept this conference alive and well. The number of participants and the scope of the presentations continue to expand each year.

Our focus this year is "New Directions in Resources for Special Needs Hearing Impaired Students". As our school population changes we must be prepared to shift our thinking and renew our interest and dedication to innovation in the classroom. Because of the excellent variety of presentations offered this year, our participants will return to their home states filled with this spirit of renewal.

It has been my distinct pleasure to work with you and your staff at the Georgia School for the Deaf. I have observed your excellent teamwork, enjoyed your warm hospitality, and made many new friends at G.S.D. I commend your efforts in putting together what I am sure will be our best Summer Conference!

Sincerely,

Steven E. Smith

Steven E. Smith, Coordinator
Educational Resource Center on Deafness
Southeast Region

SES/jc

Atlanta Area School for the Deaf
890 North Indian Creek Drive
Clarkston, Georgia 30021
(404) 296-7101

California School for the Deaf
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(415) 794-3707

Kansas State School for the Deaf
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Olathe, Kansas 66061
(913) 782-6049

Louisiana School for the Deaf
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Baton Rouge, Louisiana 70821
(504) 796-8160

St. Mary's School for the D
2253 Main Street
Buffalo, New York 14214
(716) 834-7200 x106

STATE OF GEORGIA
DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL SERVICES
GEORGIA SCHOOL FOR THE DEAF
CAVE SPRING, GEORGIA 30124

WERNER ROGERS
State Superintendent of Schools

JOSEPHINE MARTIN
Associate State Superintendent

Dear Participants:

It is my pleasure to welcome you to the 8th Annual Southeast Region Conference on behalf of the staff of the Georgia School for the Deaf. The staff has spent many hours assuring that you will have an excellent conference. We have tried to address all your needs--educational, recreational and social. I hope that at the end of the conference, you feel we have succeeded.

If you have any problems or questions, please let us know, and we will resolve them. May you enjoy the excellent sessions planned for you, partake of the recreation, and enjoy the socialization opportunities.

Again, welcome and thanks for coming.

Sincerely,

Michael D. Elliott
Superintendent

MDE:nw

STATE OF GEORGIA
DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL SERVICES
GEORGIA SCHOOL FOR THE DEAF
CAVE SPRING, GEORGIA 30124

WERNER ROGERS
State Superintendent of Schools

JOSEPHINE MARTIN
Associate State Superintendent

Greetings!

It is a pleasure to have you on the campus of Georgia School for the Deaf. We have planned for an exciting conference for you. Please let us know if there is anything you need while at GSD.

Again, welcome and let's have a super conference.

Sincerely,

Eugene Perdue, Sr.
Principal

STATE OF GEORGIA
DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL SERVICES
GEORGIA SCHOOL FOR THE DEAF
CAVE SPRING, GEORGIA 30124

WERNER ROGERS
State Superintendent of Schools

JOSEPHINE MARTIN
Associate State Superintendent

Welcome to the Eighth Annual Southeast Region Summer Conference

Dear Friends and Colleagues:

On behalf of the staff of the Georgia School for the Deaf, I want to welcome everyone to the 8th Annual Southeast Region Summer Conference, "New Directions in Resources for Special Needs Hearing Impaired Students" on June 14-17, 1988.

Numerous individuals in Georgia have worked enthusiastically to host this event. We had initially planned to call it a meeting, but we now definitely consider this conference to be an event.

We are pleased and excited to have you all here. We hope that you will benefit from the inspiring presenters; we know that you will enjoy the entertainment and festivities that we have arranged for you.

Steven E. Smith, Coordinator of the Educational Resource Center on Deafness for the Southeast Region, and I believe that this is a conference which will address issues of the present and future and allow for a large measure of professional interchange.

Please let us know if there is anything we can do to make your stay with us more pleasant or informative.

Have a wonderful time!

Sincerely,

Teresa L. Lee
Director of Support Services at the Georgia School for the Deaf
On-Site Coordinator for the Eighth Annual Southeast Region Summer Conference

Emmalee Highnote, Retired Principal

Come, join us in Cave Spring, Georgia

Established 1832

Georgia School for the Deaf

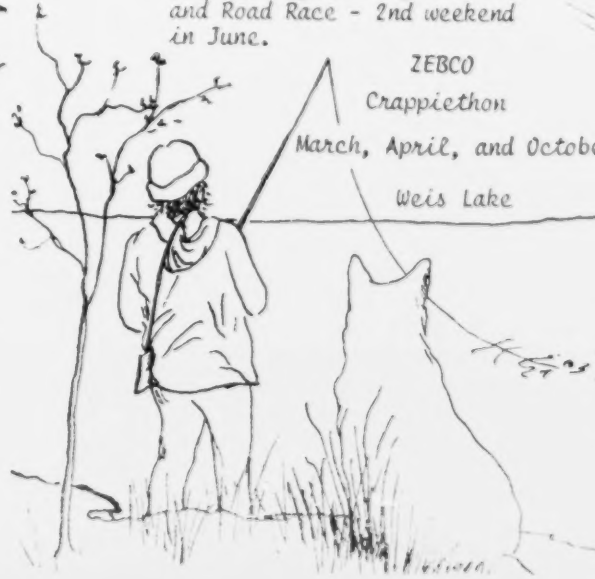
Georgia School for the Deaf has been in Cave Spring since its first five students were admitted in 1846.

Annual Cave Spring Country Festival and Road Race - 2nd weekend in June.

Downtown

Cave Spring offers a combination of convenience and nostalgic charm to its commercial area. Visitors are welcome to shop or browse. Overnight accomodations are available. Restaurants are within walking distance.

Heritage Holidays



ZEBCO Crappiethon

March, April, and October

Trout Stream in Town

Weis Lake

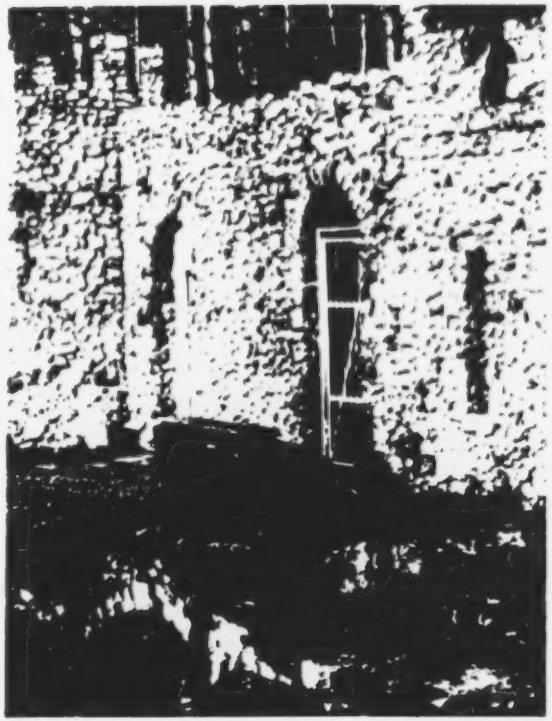
Rolater Park

A popular spot for summer activities, the Park has a cave open to the public during the summer, and an extra large, spring-fed swimming pool shaped like the State of Georgia. Picnic tables are scattered under shade trees throughout the Park.

City Offices - (404) 777-3382
8:00am - 5:00pm

Rolater Park

Within the beautiful village of Cave Spring, Rolater Park is the center of interest. Covering 29 acres of natural beauty, the park attracts visitors from all parts of the country. The park is listed on the National Register of Historical Places.



A popular spot for summer activities, the Park has a large lime-stone cave from which flows a mineral spring. The spring has a capacity of about four million gallons of the purest water in the State of Georgia. This crystal clear water has long been famous for its purity and medicinal qualities containing Chlorine, Manganous Oxide, Silica, Sulphur, Trixide, Sodium Oxide, Lime, Magnesia, Alumina and Ferric Oxide. The cave is open to the public during summer months. The air in the cave has the temperature of 56 degrees summer and winter.

The beautiful Hearn Academy Dormitory Inn is located in Rolater Park. The Inn, built in 1839, was recently restored by the Cave Spring Historical Society and may be rented for small weddings, receptions and parties. Tours of the Inn are offered on request and during the Annual Country Festival held the second weekend in June.

Festival Schedule:

FRIDAY - JUNE 10

Reception for all exhibitors

SATURDAY - JUNE 11

8:00 a.m. Road Race

10:00 a.m. Gate Opens

Garland Dancers Open Festival

12:00 noon Inn Thing Exhibit opens
(no additional charge)

6:00 p.m. Gate Closes

7:30 p.m. Folk Dance

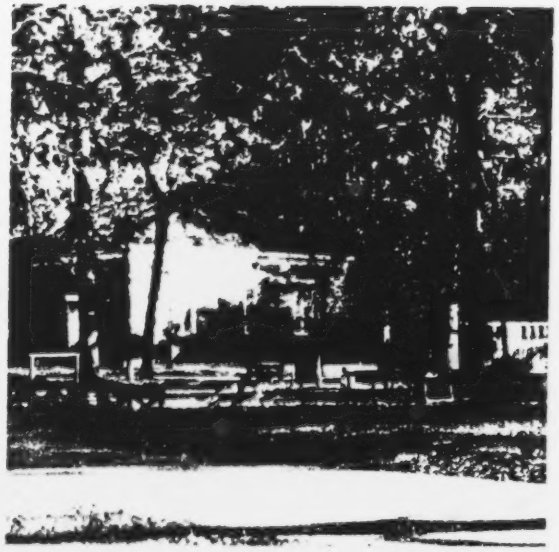
SUNDAY - JUNE 12

12:00 noon Gate Opens

Inn Thing Exhibit opens

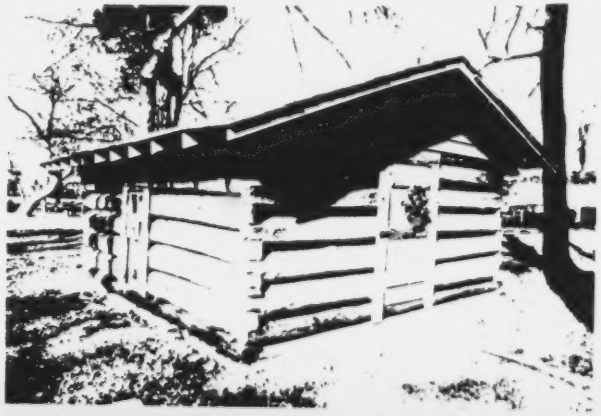
6:00 p.m. Gate Closes

Visitors enjoy the use of five covered pavilions and the many tables spread under the beautiful majestic trees. Children wade in the clear, cool water of Little Cedar Creek that borders the park.

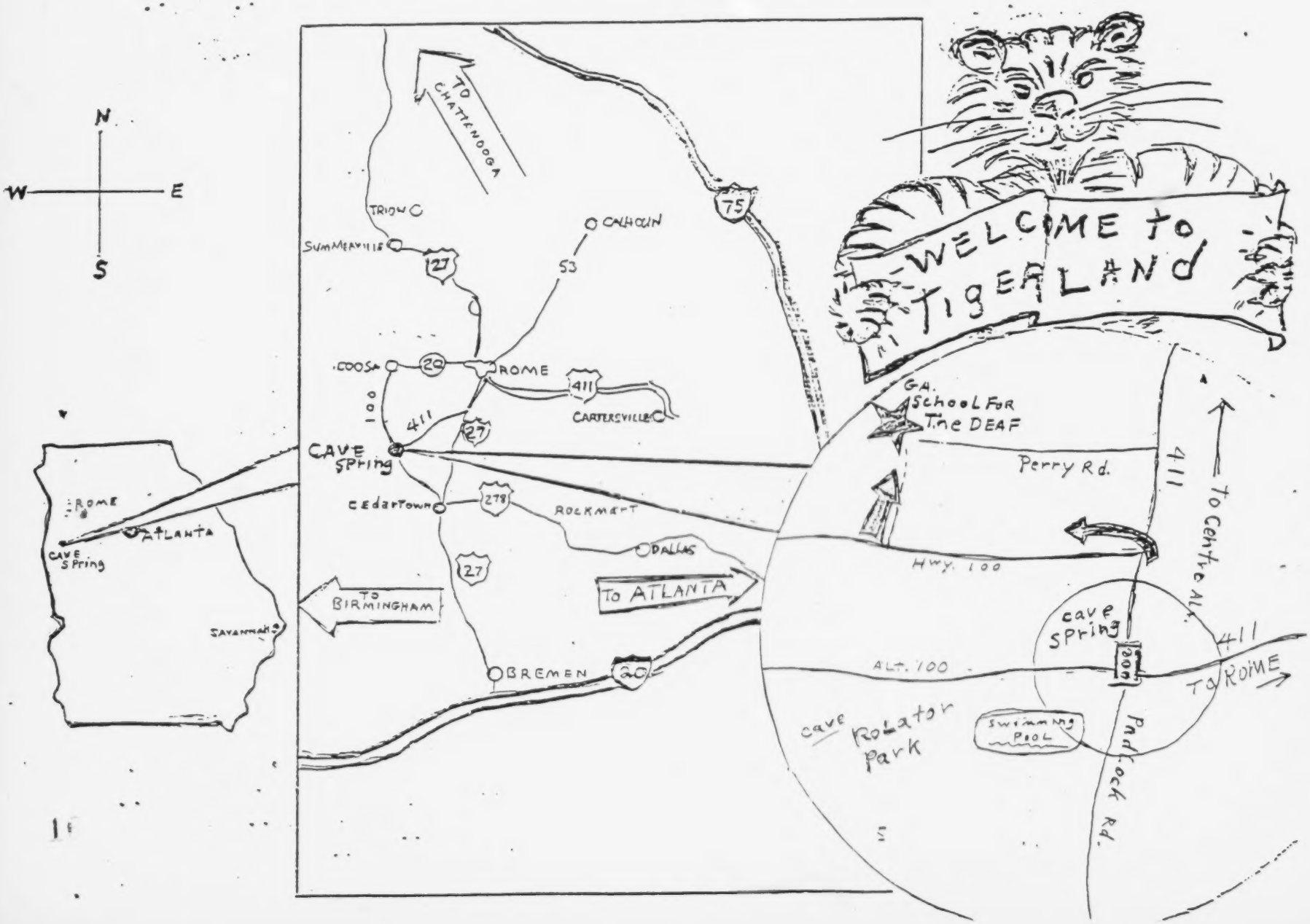


On the park grounds you can see the quaint old brick church with its stained glass windows and balcony for slaves to occupy. The erection of the church was completed in 1851 by the Cave Spring Baptists.

Excess water from the spring flows into a lovely pond and then, flows from the pond into a large swimming pool, 1.5 acres, the second largest in Georgia. The pool, shaped like the State of Georgia, is completely paved and filled with cool, spring water.



The old log cabin on the West side of the Hearn Inn was built in the middle 1800's on the property of Wilks Montgomery, five miles north of Cave Spring. The cabin was presented to the City of Cave Spring and the Cave Spring Historical Society by Jack and Monty Montgomery.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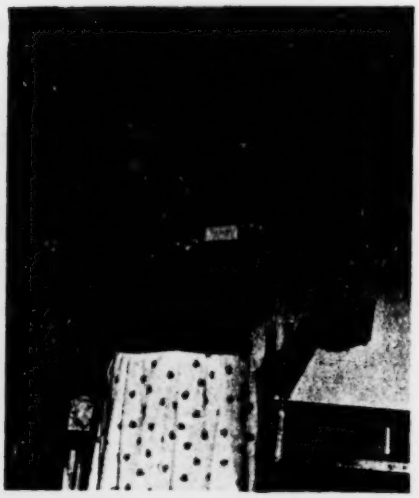
SAVANNAH
WELCOME TO TIGERLAND
GA. SCHOOL FOR THE DEAF
Perry Rd.
411
TO CENTRE ALA.
HWY. 100
CAVE SPRING
ALT. 100
411
TO ROME
CAVE ROTATOR PARK
SWIMMING POOL
PARK ROCK RD.

Southeast Regional Summer Conference Scenes



EXPLANATION OF SUMMER CONFERENCE PICTURES. (please see article on page 11).

1. Buddy Childers, (L), State Representative for the 7th District, presents the kick-off speech for the conference as Jim Whitworth interprets.

2. (L-R) Gabe Sinclair, (Standing), Sara Covington, Dorothy Crawford, Macie Watts, Sarah Gibbons, and Mary Alice Montgomery visit during the reception in Cedartown.

3. Senator Nathan Dean (left) talks with Teresa Lee, Director of Support Services and on-site Coordinator for the summer Conference; Michael D. Elliott, Superintendent; and Barbara Elliott; while Ann Dean, wife of the Senator looks on.

4. (L-R) Prudence Dillingham, teacher; Sarah Moore, Director of State Schools and Special Services; Forrest McKelvey, State Representative; and Dr. Josephine Martin, Associate State Superintendent of Schools, enjoy the entertainment at the reception at the Cherokee Country Club.

5. A rapt audience listens to speakers in the Tumlin Dining Room.

6. Panel members Gertrude Galloway, Amy Anderson, David Conti, John Groth, Michael Burton (chairperson), Ed Steele, Diane Conti, and Donna McGhee spoke on deafness.

7. Ed Steele, Supervising Teacher of G.S.D.'s high school program, greets Sy Dubow, Legal Director of the National Center for Law and Deaf.

8. Three of the four founders of the Georgia Theater of the Deaf are pictured performing a skit, (L to R) John Groth, Frank Osborne, and David Conti.

9. Participants involved in South Carolina's Marilyn Myer's presentation on new developments in recreation.

10. Dr. Joe Hartung of Georgia State University presents "Dicotomies - the Deaf Dilemma," as Shirley Whitworth interprets.

11. (L-R) Melissa Williams, Donna McGhee, and Gola Burton provided entertainment for the closing session.

12. Marie Griffin, Coordinator of the Southeast Region Interpreter Training Consortium at the University of Tennessee at Knoxville, presented on the topic of educational interpreting.

13. Vivienne Ratner presents information on visual perceptual learning disabilities in elementary and high school deaf students.

14. Mary Hansen, G.S.D.'s speech pathologist, views one of the educational displays with Ralph Button, the Project Life Representative.

15. Steve Smith (center), coordinator of the summer conference, joins conference participants in signing a song.

16. (L-R) Macie Watts, Juanita Barnett, and Watson Sears, houseparent coordinators, have a well-deserved break from the rush of activities.

17. Phyllis Baker and Debbie Inman of Central North Carolina School for the Deaf presented on Assessment and Instruction of Language.

18. Wayne Nidiffer, Berry Brooks, and Maureen Dinger presented "AIDS: Education for Deaf Students." Jim Roberson (L) interpreted.

19. Larry Thorne and Dee Dee Moore of Atlanta Area School for the Deaf presented on curriculum development for mentally handicapped hearing impaired students.

20. Carl Williams of the Florida School for the Deaf present on "Minimum Competency Testing."

21. Dr. Susan R. Easterbrooks, Director of the Hearing Impaired Program at Jacksonville State University, spoke to the group on preparing deaf students for college.

22. Gertrude Galloway, chairperson of the pre-college committee of C.O.E.D. from the Maryland School for the Deaf, was the speaker for the first plenary session.

23. Dorothy Holmes and Lionel Simmons of Floyd College's VIP's perform.

24. LeAnn Brownlow, a contestant in the Miss Georgia contest, performs, for the conference's opening reception.

REAL EAR/PROBE MICROPHONE ASSESSMENT WORKSHOP
SCHEDULE

9:30 a.m.-12:00 p.m. "Basic Principles of Real Ear Measurement"
Greg Ollick, President
Tele-Acoustics Atlanta, Inc.

1. History of Real Ear Measurements
2. Real Ear Measurements/Hearing Aid Evaluations
3. The "EEE" Curve (Ear Canal Resonance)
4. The "In-situ" Response
5. Insertion Gain
6. Insertion Loss
7. Methods of Measurement: Pressure
Substitution
Comparison
8. Calibration
9. Prescription Methods (POGO, POGO II, NAL, etc.)
10. Effective Stimuli (Warble Tone, Complex Noise, etc.)
11. The In-situ Speech and I/O Tests
12. "Let Me Listen In Your Ear"
13. Real Ear Systems and Marketing Your Dispensing Practice
14. Demonstration of the Madsen IGO-1000 System

12:00 p.m.-1:00 p.m. Break

1:00 p.m.-3:30 p.m. "Enhancing Hearing Aid/FM System Fitting Using Probe Mic Assessment"
Tad Zelski, President
SEHAS, Inc.

1. Basic Principles of Real Ear Measurements
2. Review of Fundamentals of Earmold Acoustics and Modification
3. FM Fittings and Hearing Aid Fittings
   a. Compatibilities
   b. Commonalities and Differences
   c. Troubleshooting

4. Practicum: Fitting FM System

5. Demonstration of Frye Foxix System

6. Brief Highlight of Digital Hearing Aid Technology

3:30 p.m.-4:30 p.m. "Measuring the Real Ear in the Real World"
Steven Fellows, Audiologist
Hearing Centers of Georgia

1. Practical applications of real ear measurement in a clinical setting.

2. Baseline measurements, acoustic modification of hearing aid responses.

3. Patient training through the use of real ear measurement for adaptation to amplification.

NEW DIRECTIONS IN RESOURCES FOR SPECIAL NEEDS - HEARING IMPAIRED STUDENTS

Conference Participants

Phyllis Baker
Speech & Language Coordinator
Central North Carolina School for the Deaf
P.O. Box 6070
Greensboro, NC 27405

Debbie Inman
Speech Pathologist
Central North Carolina School for the Deaf
P.O. Box 6070
Greensboro, NC 27405

Dr. Helen Boyle
Division for Exceptional Children
North Carolina Department of Education
116 West Edenton Street
Raleigh, NC 27603-1712

Dr. David Brown, Executive Director
Institutional Advancement
Alabama Institute for the Deaf and Blind
P.O. Box 698
Talladega, AL 35160

Mike Burton
Floyd College
P.O. Box 1864
Rome, GA 30163-3624

Mr. Sy DuBow, Legal Director
National Center for Law and the Deaf
800 Flordia Avenue, N.E.
Washington, DC 20002

Dr. Susan R. Easterbrooks, Director
Post-Secondary Program for the Sensory Impaired
College of Education
Jacksonville State University
Jacksonville, AL 36265

Dr. Wayne Nidifer, Director of Education
C/O AID Atlanta
1132 W. Peachtree Street, N.W.
Atlanta, GA 30309-3624

NEW DIRECTIONS IN RESOURCES
FOR SPECIAL NEEDS
HEARING IMPAIRED STUDENTS

Conference Participants Cont.

Dr. Ruth Funderburg/Paula Forney
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Atlanta Area School for the Deaf
890 North Indian Creek Drive
Clarkston, GA 30021

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Maryland School for the Deaf
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Marie Griffin
University of Tennessee
Special Service Education
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Atlanta Area School for the Deaf
890 North Indian Creek Drive
Clarkston, GA 30021

Dr. Joe Hartung
Special Education Department
Georgia State University
Atlanta, GA 30303

Judy Heavner, Program Specialist - Hearing Impaired
Flordia Department of Education
Knott Building
Tallahassee, FL 32399

John Johnston, Teacher
Georgia School for the Deaf
P.O. Box 26
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Mary Jo Johnson & Susan Houck
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Morganton, NC 28655

Conference Participants Cont.

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South Carolina School for the Deaf and Blind
Cedar Spring Station
Spartanburg, SC 28655

Paige Long & Dr. Joan Laughton
Department of Communication Sciences and Disorders
University of Georgia
570 Aderhold
Athen, GA 30602

Linda McGraw, Acting Coodinator
Speech/Language/Communication
South Carolina School for the Deaf and Blind
Cedar Spring Station
Spartanburg, SC 29302

Marilyn Myers, Recreation Director
South Carolina School for the Deaf and Blind
Cedar Spring Station
Spartanburg, SC 29302

Vivienne Ratner
74 Lower Salem Road
South Salem, NY 10590

Bill Royal, Vice President
Elkins Foundation for the Hearing Impaired
2671 Park Road
Smyrna, GA 30080

Dr. Pat Scherer, President
Center on Deafness
10100 Dee Road
Des Plaines, IL 60016

Larry Thorne & DeeDee Moore
Special Services Department
Atlanta Area School for the Deaf
890 North Indian Creek Drive
Clarkston, GA 30021

Carl Williams, Assistant Curriculum Coordinator
Flordia School for the Deaf and Blind
Box 1209
St. Augustine, FL 32084

Conference Participants Cont.

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P.O. Box 26
Cave Spring, GA 30124

Emmalee Highnote
Love Street
Cave Spring, GA 30124

Steve Smith
Atlanta Area School for the Deaf
890 North Indian Creek Drive
Clarkston, GA 30021

Ralph Button
Instructional Industries, Incorporation
37 Maplewood Avenue
Albany, NY 12205

Honorable Buddy Childers
Member House of Representative
28 Surrey Trail, S.E.
Rome, GA 30161

Mr. Buddy Blankenship, Chairman
Floyd County Commissioners Office
Rome, GA 30161

Jay A. Barker
P.O. Box 1771
Ogden, Utah

Jan Davie
Education Services Manager
Enterprise Division
Suite 213
2230 Richmond Road
Lexington, KY 40502

Helen Keefer, Associate School Psychologist
Georgia School for the Deaf
P.O. Box 99
Cave Spring, GA 30124

1988 SOUTHEAST REGION SUMMER CONFERENCE
SCHEDULE OF EVENTS

TUESDAY JUNE 14

4:00 - 6:00 P.M.	Registration Gordon Dorm Student Activity Room
7:00 - 11:00 P.M.	Reception - Cherokee Country Club Cedartown Entertainment provided by members of the Georgia Theater of the Deaf

WEDNESDAY JUNE 15

8:00 - 9:00 A.M.	Breakfast - Tumlin Dining Hall
9:00 - 9:30 A.M.	Opening announcements Tumlin Dining Hall Michael Elliott, Superintendent Georgia School for the Deaf Buddy Blankenship, Chairman Floyd County Commission Emmalee Highnote, Retired Principal Georgia School for the Deaf
9:30 - 10:00 A.M.	Kick-off speaker - Buddy Childers State Representative, 7th District Tumlin Dining Hall
10:00 - 10:15 A.M.	Break - Library Lobby
10:15 - 11:45 A.M.	Plenary Session #1 - Kennard Aud. "Findings of the Commission on Education of the Deaf - Implications for State School & Mainstream Programs" Gertrude Galloway, Chairperson Pre-College Committee of C.O.E.D. Maryland School for the Deaf Panel discussion Mike Burton, Chairperson John Groth, Asst. Home Life Director Ed Steele, Superv. Teacher High School David Conti, President of the Georgia Association for the Deaf

Diane Conti, English Teacher

Donna McGee, Former Miss Deaf Georgia

11:45 - 1:00 P.M. Lunch - Tumlin Dining Hall

1:00 - 2:30 P.M. BREAKOUT SESSION #1
(All rooms in Kennard Building except Gymnasium)

A. "Visual Perceptual Learning Disabilities in Deaf Elementary School Students"
Vivienne Ratner, H.I. Teacher & L.D. Specialist
New York University
ROOM 54

B. "Diagnosis and Treatment of Emotional Disorders in Hearing Impaired Students"
Dr. Pat Schearer, President - Center on Deafness
Des Plaines, Illinois
AUDITORIUM

C. "Minimum Competency Testing"
Carl Williams, Assistant Curriculum Coordinator
Florida School for the Deaf
ROOM 75

D. "Transitional Planning for H.I. Students"
Dr. Helen Boyle, Division of Exceptional Children
North Carolina Department of Education
READING LAB

E. "From Point to Point: A Writing Program for H.I. Students"
Dr. Joan Laughton, Coordinator of Programs in H.I.
University of Georgia
Paige Long, H.I. Teacher
ROOM 103

F. "Communication Between Parents & Dormitory Staff"
Mike Kelly, Dean of Students
South Carolina School for the Deaf and Blind
LIBRARY

2:30 - 3:00 P.M. Break - Library Lobby

3:00 - 4:30 P.M. BREAKOUT SESSION #2

A. "Infant Toddler Evaluations"
Dr. Ruth Funderburg & Paula Forney
Georgia Parent Infant Network of Educational Services
ROOM 93

B. "New Developments in Recreation for Residential Students"
Marilyn Myers, Recreation Director
South Carolina School for the Deaf
* THIS WILL BE HELD IN THE GYMNASIUM-MEET IN LIBRARY LOBBY *

C. "Community Based Curriculum for H.I. Students: Implications for Job Closure"
John Johnston, Program Coordinator
Georgia School for the Deaf
ROOM 85

D. "Interpreting in the Educational Setting: Developing a State Plan"
Dr. Judy Heavner, Program Specialist, H.I.
Florida Department of Education
ROOM 55

E. "Preparing Deaf Students for College: What Parents & High School Teachers Can Do and Why"
Dr. Susan R. Easterbrooks, Director
Post-Secondary Program for the Hearing Impaired
Jacksonville State University - Jacksonville, Alabama
ROOM 104

4:30 - 6:00 P.M.	Free Time
6:00 - 8:00 P.M.	Social Activity & Dinner at Rolator Park
8:00 - 12:00 P.M.	Dance with DJ Rolator Park

THURSDAY JUNE 16

8:00 - 9:00 A.M.	Breakfast - Tumlin Dining Hall
9:00 - 9:15 A.M.	Announcements Tumlin Dining Hall
9:15 - 10:15 A.M.	Plenary Session #2 - Kennard Aud. "Least Restrictive Environment- Implications for State Schools & Mainstream Programs" Sy Dubow, Legal Director National Center for Law & Deaf
10:15 - 10:30 A.M.	Break - Library Lobby
10:30 - 12:00 NOON	BREAKOUT SESSION #3

A. "Diagnosis & Treatment of Emotional Disorders in Hearing Impaired Students"
Dr. Pat Schearer
AUDITORIUM

B. "Debugging the Human Computer: Instrumental Enrichment"
Mary Jo Johnson & Susan Houck, H.I. Teachers
North Carolina School for the Deaf
ROOM 85

C. "An Auditory Processing Program for H.I. Students"
Linda McGraw, Acting Coordinator, Speech/Language/Communication
South Carolina School for the Deaf and Blind
ROOM 75

D. "Semantic-Syntactic Assessment and Instruction of Language"
Phyllis Baker, Speech and Language Coordinator
Debbie Inman, Speech Pathologist
Central North Carolina School for the Deaf
ROOM 55

E. "Educational Communication Using Artificial Languages"
Bill Royal, Vice President
Elkins Foundation for the Hearing Impaired
Library

12:00 - 1:00 P.M. Lunch - Tumlin Dining Hall

1:00 - 2:30 P.M. BREAKOUT SESSION #4

A. "Visual Perceptual Learning Disabilities in High School Deaf Students"
Vivienne Ratner
ROOM 54

B. "Developing a Curriculum for Mentally Handicapped H.I. Students"
Larry Thorne, Supervisor Special Services
DeeDee Moore, Teacher
Atlanta Area School for the Deaf
ROOM 103

C. "An Instrument for Predicting Speech Skills"
Dr. Harley Hamilton, Coordinator Communication Unit
Atlanta Area School for the Deaf
ROOM 93

D. "Educational Interpreting - Practical Applications" (Part I)
Marie Griffin, Coordinator
Southeast Region Interpreter Training Consortium
University of Tennessee, Knoxville
AUDITORIUM

E. "Dicotomies - The Deaf Dilemma: The Deaf Child and the Restrictive Element in His/Her Enviroment"
Dr. Joe Hartung, Hearing Impaired Program
Georgia State University

2:30 - 2:45 P.M. Break - Library Lobby

2:45 - 4:15 P.M. BREAKOUT SESSION #5

A. "Innovative Ways to Serve H.I. Children in Rural Settings"
Dr. Helen Boyle
LIBRARY

B. "The Role of Philanthropy in Provision of Services to the Deaf"
Dr. David Brown, Executive Director of Development
Alabama Institute for Deaf and Blind
ROOM 55

C. "Educational Interpreting - Practical Applications" (Part II)
Marie Griffin
AUDITORIUM

D. "AIDS Education for Deaf Students: Why?...How?...Where?"
Wayne W. Nidiffer - AIDS Atlanta
Dr. Maureen Dinges - AIDS Atlanta

4:15 - 4:30 P.M. Break - Library Lobby

4:30 - 5:30 P.M. SPECIAL INTEREST GROUP MEETINGS

SPECIAL INTEREST GROUP	GROUP LEADER	LOCATION
Teachers	Lynne Crothers	Auditorium
Dormitory Staff	Jim Perry & John Groth	Reading Lab
Administrators	Michael Elliott	Library
Psychologists	Helen Keefer	D & E Center
Speech & Language	Mary Hanson	Room 22

5:30 - 7:00 P.M. Free Time

7:00 - 7:45 P.M. Buffet Dinner - Tumlin Dining Hall

7:45 - 8:00 P.M. Entertainment by Georgia Theater of the Deaf and VIP's
Tumlin Dining Hall

8:00 - 10:00 P.M. Swimming, Volleyball, Basketball
* * Fannin Campus Gym * *

FRIDAY JUNE 17

8:00 - 9:00 A.M. Breakfast - Tumlin Dining Hall

9:00 - 9:45 A.M. Closing speaker
Mr. Jim Whitworth, Retired Superintendent
Georgia School for the Deaf

9:45 - 10:15 A.M.	Signed Performance - Georgia Theater of the Deaf and VIP's
10:15 - 10:30 A.M.	Closing remarks - Steve Smith Atlanta Area School for the Deaf Michael Elliott, Superintendent Georgia School for the Deaf
10:30 A.M.	Adjourn - SACK LUNCHES AVAILABLE

* * ON EXHIBIT THROUGHOUT THE CONFERENCE IS THE ARTWORK OF THE STUDENT/FACULTY TRAVELING ART SHOW FROM WEST GEORGIA COLLEGE IN CARROLLTON, GEORGIA * *

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KEY-NOTE ADDRESS

E.M. (Buddy) Childers
Representative, District 15, Post 1
28 Surrey Trail
Rome, Georgia 30161

I first want to thank you for inviting me to make a few brief remarks to you and wish you the very best during your conference. I see a couple of people who are present today that are running for public office. The fact that they have taken time to be here with us tells me that they too are concerned with expanding the opportunities for our deaf citizens. The two candidates that are here with us today are Richard Marable, candidate for the Georgia State Senate, and Chairman of the Floyd County Commission, C.T. (Buddy) Blankenship, who is up for reelection.

"It's not what you have that counts but, what you do with what you have left that counts." I want to tell you what that quote means to me and hope that somehow it can leave a favorable and positive impression on you as it has left with me. After a few brief remarks I'll get back to why that quote means so much to me.

As your conference gets underway, I hope that you will keep in mind that the responsibility that you and I have is so awesome, that if we stop for a moment and think about it, we will be frightened and apprehensive to say the least. Many lives depend upon what you and I do. We sometimes say, "If they would do some things differently it would make our world better," or "I think that they should do it this or that way." Well, let me tell you, that to the deaf young men and women that depend upon you and me, we are "they".

As counselors, teachers, custodians, houseparents or what ever your role may be, these lives are depending upon you. We must work to help guide these young men and women to help them make the good positive choices that they will need to make as they walk through this life. In addition to helping them make decisions and choices, we must work to see that doors and opportunities are opened for them. I believe that deaf people can be beauticians, plumbers, electricians, brick masons, carpenters, engineers, accountants and on and on. I believe that if you and I work to give them the opportunities and with the right guidance, these citizens will be just as successful as their brothers and sisters in the hearing world. We at least must work to give them the opportunity to succeed.

We sometimes look to the president of the country and say the buck stops with him or to the governor and say the buck stops there or perhaps to the local elected officials and say the buck ends with them. I don't have to tell you, that to the deaf students we serve, the buck stops with you and me. As I mentioned earlier, we have to help them make good positive choices in life. For example, they like people in the hearing world will have to make choices as to whether or not to use alcohol, whether or not to experiment with drugs, and yes they have to know the dangers of the world of "AIDS". They have to know the dangers of intravenous drug use and the results of being sexually active. Whatever choices that are out there for those in the hearing world will have to be made by those who are hearing impaired as well, and the buck stops with you and me in helping them to make these kinds of choices.

Finally, we have to be honest with those we serve. We have to help

them see that there is no magic formula to success. That you have to give it all that you have to reach the top. They must realize that the only route to the top is hard work - hard work - and then more hard work. Yes, we are "they" that those in the silent world are looking to as their life is being molded.

There was a young news reporter who was to interview Henry Ford and try to obtain from him how he was able to be so successful in life. During the interview the young reporter said, "Mr. Ford, would you please tell me how you have been so successful? You have revolutionized this country with the automobile industry." Henry Ford thought for a brief moment and then he said to the young reporter, "Young man, I can sum up my success in just three words, - and then some -." He said, "I go to church and help my community and I give all that I have to my church and community - and then some -. I am a devoted family man. I give my love as well as my time to my family. I give them all that I have - and then some -. In my job at the factory I work as hard as I can. I give many hours each day to the plant. I give all that I have - and then some." "If you are to be successful in life," Mr. Ford said, "you must give all that you have and then some."

The buck stops with you and me. If we are to help those who live in the silent world to make the choices that they will most certainly have to make, if they are to have the chance to succeed, if the doors of opportunity are to open to them, if they are (as the commercial says) ever going to be all that they can be, you and I must work hard and do everything we can - and then some -.

"It's not what you don't have that counts, but what you do with what

you have left that counts." Why is that so important to me? A few years ago we had a man running for a state office and he asked me to gather a few people together here in Floyd County for him to meet. With a few phone calls and without putting out a lot of effort on my part, I did get a few people to meet with him one afternoon.

I guess it must have been about a week later when I went home for lunch one day and as I customary do, I began going through my mail. I was feeling a little down and out that day when I opened a thank you note from my friend who was running for the state office. It was just a short note of thanks but inscribed on the stationary was the quote "It's not what you don't have that counts, but what you do with what you have left that counts." The reason this quote has left a lasting impression on me, it came from a man who has no legs and only one arm. It came from Max Cleland, the Secretary of the State of Georgia.

You and I have eyes that see, ears that hear, legs that walk, and lips that talk. We have a heck of a lot left. It's what we do with it that counts. Let's give it all we have - and then some -.

Thank you very much and may God bless each of you.

MAINSTREAM PROGRAMS

Gertrude Galloway, Chairperson
Pre-College Committee of C.O.E.D.
Maryland School for the Deaf

The National Commission of the Deaf (COED) was enacted by the Public 99-371, August 4, 1986, better known as "Education of the Deaf Act of 1986". The law listed 9 mandates for the Commissioners to explore and examine and to make a final report based on those 9 mandates which were:

(A) the degree to which appropriate postsecondary, adult and continuing educational opportunities are available to deaf individuals;
(B) the advisability of expanding the number of federally supported postsecondary regional educational programs which serve the deaf;
(C) the training and technical assistance needs of infant and early childhood education programs and elementary, secondary, postsecondary, adult, and continuing education programs which serve the deaf;
(D) the degree to which appropriate elementary and secondary educational opportunities are available to deaf students including (i) the effects of part B of the Education of the Handicapped Act on infant and early childhood education programs and elementary and secondary educational programs for the deaf and (ii) the role played by the Model Secondary School for the Deaf and the Kendall Demonstration Elementary School.
(E) the role and impact of research, development, dissemination, and outreach activities conducted by Gallaudet University and the National Technical Institute for the Deaf in education of the deaf;
(F) the degree to which the purposes of part F of the Education of the Handicapped Act (relating to instructional media for the handicapped) are being carried out;
(G) the problems associated with illiteracy among deaf individuals;
(H) any other issues which the Commission determines will improve the quality of infant and early education programs and elementary, secondary, postsecondary, adult and continuing education provided to the deaf; and
(I) any other recommendations to improve quality or increase cost effectiveness of providing the education of the deaf.

The Commissioners were appointed accordingly to the instructions listed in the law and they were:

Frank G. Bowe, Ph.D., LL.D.
Gary Austin, Ph.D.
William Gainer
Gertrude S. Galloway
Dennis B. Gjerdingen
Peter B. Greenough
Patty Hughes
William Johnson, Ph.D.
Henry Klopping, Ed.D.
Nanette Fabray MacDougall

David J. Nelson
Gary Olsen
Sharon J. Speck

Interestingly, 67% of the members of the Commission itself were deaf or hearing-impaired, including the chairperson. The Commission was broken down into 2 sub-committees, Pre-College Program and Postsecondary Program. The budget of $750,000 was set aside for the entire project, and the time table was set up for 18 months with the final report due on February 4th, 1988. But due to inability to fill up the roster of the Commissioners, the actual action was not taken until January 1987 which gave us only a year to accomplish the job. A full-staffed office was set up in the General Services Adm. building with Pat Johanson, hearing-impaired as the staff director and a deaf legal counsel, Bob Mather; later on 2 program analysts were hired to fill the bill. The final general hearing was held in March 1987, followed with 4 local hearings in Atlanta, Santa Fe, Minneapolis and Seattle.

With tremendous input (3,500 documents) recommendations were established and presented on the Federal register for feedback from interested parties outside the Commission. This was done twice and again we received a tremendous amount of feedback. In addition, we sought advice from 4 consultants on specific concerns.

The staff worked hard in identifying issues and analyzing each input to be assured that it would be taken into consideration for each issue while working on recommendations.

Because of intense variety of issues, we decided to categorize recommendations into 7 categories which are:

Preventive and Early Identification
Elementary and Secondary Education
Federal Post-secondary Education Systems
Research, Evaluation and Outreach
Professional Standards and Training
Technology - Progress and Potential
Clearinghouses and Committee on Deaf/Blindness

After refining recommendations and editing the final report, the complete report was computerized and printed to be presented to the Congressmen at the Hill. Published report was available on March 21st when we had a press conference and a hearing with Senate Harkin.

For further implementation of recommendations, the Congress is likely to pick up the Education of the Deaf Act amendments early in the 101st Congress, and the states may take action on state level if you call their attention to the report.

RECOMMENDATION:

The Department of Education, in collaboration with the Department of Health and Human Services, should issue federal guidelines to assist states in implementing improved screening procedures for each live birth. The guidelines should include the use of high-risk criteria and should delineate subsequent follow-up procedures for infants and young children considered to be at risk for hearing impairments.

FINDINGS:

Many children have hearing impairments that go undiagnosed and untreated for as long as 3 to 6 years.

Early detection of hearing impairment in affected infants is important for medical treatment and subsequent educational intervention to assure development of communication skills. In 1965, it was proposed to the Babbidge Committee that "universally applied procedures for early identification and evaluation of hearing impairment encompass all geographic areas both urban and rural." However, more than 20 years later, the average age of identification for profoundly deaf children in the United States is reported as 2-1/2 years. In contrast, the average age at which such children are identified in Israel is 7 to 9 months.

Over 75 percent of newborns with severe hearing impairments could be identified through high-risk screening and follow-up procedures.

Less than half of the states have operative or planned high-risk hearing-screening programs.

In 1986, only 8 states had active statewide programs to screen the hearing of high-risk infants. Three more had active regional programs and 8 states had programs in the planning stages (see figure 1.2). Many of the existing identification programs have been initiated by state health departments with the assistance of block-grant funding provided through the Department of Health and Human Services' Office of Maternal and Child Health. Several states now require that screening information be collected in conjunction with birth certificate data.

States can advance their comprehensive child find systems by implementing high-risk screening and follow-up procedures.

With federal financial assistance, a number of states have adopted various procedures for identifying children with hearing impairments. However, no federal guidelines exist to assist states in implementing early identification procedures.

MEANING:

Many children are not being identified until age 3 to 6 years old which means that they miss out on early formative years of learning language and normal educational development.

IMPLICATIONS/IMPACT:

If passed, more children will be identified and will have better opportunities for developing language at an early age.

RECOMMENDATION:

The Congress and the Department of Education should ensure that facilitating English language acquisition in students who are deaf (including vocal, visual, and written language) is a paramount concern guiding the implementation of exemplary practices; the establishment of program models; the determination of research priorities; the design of curricula, materials, and assessment instruments; and the provision of professional and parent training. Language acquisition should be a top priority in federally funded research.

FINDINGS:

Most children who are prelingually deaf experience serious difficulties and delays in acquiring English language skills.

The age at which hearing impairment occurs influences the language base which a person uses throughout life. Persons who become deaf after learning a spoken language (postlingually) can continue to use those language skills in later educational and social contexts. However, this is true for only about 5 percent of children who are deaf. The other 95 percent are either congenitally deaf or lose their hearing before they have had the chance to acquire English or other spoken language skills (prelingually).

A child without a strong language and communication base faces barriers that often lead to further educational difficulties.

The major barriers associated with deafness relate to language and communication. Many children who are deaf, unlike most children who hear, enter the educational system without a competent language base. Learning a language - any language - is such a complex process that it is not yet fully understood even by researchers. We do know, however, that learning a language requires interpersonal interaction and ample communication opportunities.

Since reading ability is highly correlated with prior English language knowledge, many students who are deaf also have difficulty becoming proficient readers.

The educational system has not been successful in assisting the majority of students who are deaf to achieve reading skills commensurate with those of their hearing peers.

MEANING:

For the majority of deaf children, acquiring English language skills poses a tremendous challenge. Even with amplification and training designed to maximize the use of residual hearing, the majority of prelingually deaf children will require special intervention if they are to develop English language competency.

IMPLICATIONS/IMPACT:

More research on language acquisition will be done and research findings can modify teaching methods in language development and may justify our concerns on communication modes, 24 hour communicative environment and recognition of American Sign Language.

RECOMMENDATION:

The Department of Education should provide guidelines and technical assistance to state and local educational agencies and parents to ensure that an inividualized education program for a child who is deaf takes into consideration the following: severity of hearing loss and the potential for using residual hearing; academic level and learning style; communicative needs and the preferred mode of communication; linguistic, cultural, social, and emotional needs; placement preference; individual motivation; and family support.

FINDINGS:

Despite the Education of the Handicapped Act's primary goal of an appropriate education for each handicapped child, many children who are deaf are not receiving special educational and related services appropriate to their unique needs. The low incidence of deafness coupled with its unique ramificantions means the needs of children who are deaf are easily and frequently neglected.

The educational needs of many children who are deaf are intensive.

MEANING:

Many deaf children have been placed in programs based on IEPs, designed to meet their needs (deafness only.)

IMPLICATIONS/IMPACT:

If we incorporate all factors (all educational needs), in developing IEPs for deaf children, they will be placed in an appropriate program.

1. COMMUNICATIVE NEEDS AND THE PREFERRED MODE OF COMMUNICATION:

Communicative needs and preferences vary widely and deserve careful consideration. A key issue is the primary means of communication to which the child is accustomed. It is this that should dictate the educational setting--not the other way around.

2. LINGUISTIC NEEDS:

A child's language abilities (first and second languages) should be identified. A strong language base is of paramount importance if the child is to gain an education and be able to communicate with those around him or her. Regardless of the degree of the child's hearing loss, communicative and linguistic needs should be an integral part of the child's IEP.

3. SEVERITY OF HEARING LOSS AND THE POTENTIAL FOR USING RESIDUAL HEARING:

Not only must the degree of a child's hearing loss be determined but also how well the child uses any residual hearing. The latter helps determine the need for hearing aids or other assistive listening devices, but this information alone is not predictive of educational choice or proper placement.

4. ACADEMIC LEVEL AND STYLE OF LEARNING:

A child who is deaf should not be placed in a program where other students are at an academic level either significantly beyond or behind his or hers. The proposed IEP should be designed to ensure that satisfactory educational progress be provided for. This progress should be measured against the "norms" of comparable children in the state. Whether deaf or not, a child must feel comfortable in the environment in order to learn well.

5. SOCIAL NEEDS:

Interaction with peers is essential for self-esteem. To be among peers means to be able to communicate freely with them. It is critical that children who are deaf be among peers with whom they can communicate and interact comfortably, and who are in the same age range (no more than 2 or 3 years age difference). These peers--often, other children who are deaf--serve as models for learning appropriate social behavior and developing a self-identity. More than that, a child who is deaf should be placed where his or her needs can be met by meaningful participation in after-school or extracurricular activities. This is typically more significant for older children of secondary age who need to learn mature social relationships and behavior.

6. PLACEMENT PREFERENCE:

The child has a strong vested interest in a placement decision, and the child's own opinions and preference deserve full consideration. Since parents must live with the educational placement decisions, their wishes should be given consideration and sincere attempts made to accomodate them.

7. EMOTIONAL NEEDS:

For any child, handicapped or not, a positive self-concept is crucial. Emotional stability and maturity are often problem areas for children who are deaf. If a child has low self-esteem, tends to withdraw or exhibits inappropriate behavior, his or her education program should seek to improve the child's emotional well-being. Both the home and school environment must be evaluated to determine if modifications are needed. Such a child may need peers and adults who are deaf for healthy self-esteem, and a change to center school placement may be an effective solution.

8. INDIVIDUAL MOTIVATION:

A child's personal or career aspirations should play a large role in a placement decision and should be given serious consideration.

9. CULTURAL NEEDS:

Cultural is knowledge that gives individuals a shared understanding of what are accepted behaviors and values. It enables the world to become expected and anticipated; individuals can gauge their place in it. Differing cultural standards, when not recognized, can interfere with the learning process in the classroom in a major way.

While a child's culture should be respected, an understanding of the values and behaviors of another cultural group may be essential to an effective interaction with that group. Specific cultural factors, when relevant, should not be overlooked.

10. FAMILY SUPPORT:

The family, particularly the parents, are the most important part of a child's support system, whether that child hears or not. But families need assistance in understanding deafness and in learning new skills that will help the child and family do well. The program should train parents to use whichever mode of communication their child uses.

RECOMMENDATION:

The Department of Education should refocus the least restrictive environment concept by emphasizing appropriateness over least restrictive environment.

The Department of Education should issue a policy statement to permit consideration in placement decisions of curriculum content and methods of curricular delivery required by the nature or severity of the child's handicapping conditions.

The Department of Education should issue guidelines and standards by which school officials and parents can, in selecting the least restrictive environment, consider potential harmful effects on the child or on the quality of services which the child needs.

The Department of Education should publish in the Federal Register a policy interpretation that removal from the regular classroom does not require compelling evidence.

The Department of Education should monitor states to ensure that they maintain and nurture center schools as placement options as required by law.

The Department of Education should monitor states to ensure the availability and appropriateness of integrative programs for students in center schools.

FINDINGS:

Despite EHA's preference for the regular educational setting, regular classrooms are not the least restrictive environment in serving the needs of many children who are deaf, even with the use of supplementary aids and services.

The Department of Education's proclamation that LRE is "the core value" has led to a great deal of confusion and misinterpretation about the primary provision of appropriate education.

The provision of an appropriate education is paramount. LRE, a purely placement issue, is secondary.

The Department of Education has nevertheless focused on LRE as the primary value on which the education of handicapped children be based.

Confusion still reigns over how removal from a regular educational setting could occur.

Center schools, including those programs with a sufficient number of children who are deaf on a particular age and grade level, are the least restrictive environment appropriate for many children who are deaf.

MEANING:

The Department of Education should refocus on appropriateness over least restrictive environment and provide guidelines to state school districts on this.

IMPLICATIONS/IMPACT:

If emphasis is placed on appropriateness, the controversy over school placements will be alleviated.

RECOMMENDATION:

The Congress should amend the Education of the Deaf Act to set certain priorities at the Kendall Demonstration Elementary School and the Model Secondary School for the Deaf, require annual reports to the Congress and the President, and require an evaluation and report every 5 years by the Department of Education's liaison office.

FINDINGS:

Many elementary and secondary programs nationwide are now successfully preparing academically oriented students who are deaf for advanced study. Educators currently demand programs and products directed toward other special subgroups within the deaf student populace.

Students who have secondary handicaps. Citing the demographic trends previously discussed, many professionals expressed a need for programs and products appropriate for students with secondary disabilities. As reported in the Annual Survey, the percentage of deaf children identified as having one or more additional handicapping conditions is about 30 percent. Since secondary handicapping conditions often include learning disabilities and mental retardation, special methods and materials must be developed to appropriately address the particular needs of these students.

MEANING:

The mission of pre-college programs has remained the same for approximately 20 years although the needs of the deaf students have changed.

IMPLICATIONS/IMPACT:

New priorities set up by the evaluation report every 5 years will be appropriate to meet immediate needs of the educational population every 5 years.

RECOMMENDATION:

The Department of Education should issue a policy statement requiring that school personnel inform parents of all options in the continuum of alternative placements during each individualized education program conference.

FINDINGS:

In educational placement decisions, parents are often treated as limited partners, not as equal partners as required by law.

One parent stressed the importance of receiving information on the availability and appropriateness of programs to meet their child's educational needs:

> "In order for we as parents to be able to choose an appropriate program and to work with our children we must know what is available."

Many parents are not informed of all placements available to meet their child's unique needs.

MEANING:

Parents are not treated as equal partners as the law implies. Parents are not able to make appropriate decisions due to the fact that they are not informed of all options.

IMPLICATIONS/IMPACT:

Once guidelines are set up to instruct school districts to present all options to parents, parents are able to make a right decision on placement or to refute the school's decision on placement if necessary.

RECOMMENDATION:

The Department of Education should monitor states to ensure that the evaluation and assessment of children who are deaf be conducted by professionals knowledgeable about their unique needs and able to communicate effectively in the child's primary mode of communication.

The Department of Education should encourage states to establish program standards for deaf students requiring special schools or classes.

The Congress should pass a "Quality in Deaf Education" bill that would provide incentives to the states to enhance the quality of services provided to students who are deaf.

FINDINGS:

Many personnel who evaluate the educational needs of deaf children are not trained or prepared to conduct evaluations. Many of them cannot use the child's mode of communication.

Apart from evaluators who lack the experience or skills to communicate with the children, another major problem is that evaluators often do not understand the communication and language development that apply to deaf children; nor do they recognize or comprehend the relationship between communication and language competence on the one hand, and opportunity for appropriate emotional and social growth on the other.

For those deaf students requiring placement in a special school or class, there is a great need for program standards if an appropriate education is to be achieved.

The quality of education available to children who are deaf is poor.

The purpose of EHA was to provide access to programs or opportunities equivalent to the access or opportunities provided to nonhandicapped students. EHA does not require states to maximize the potential of each child commensurate with the opportunity provided nonhandicapped children.

MEANING:

Deaf children are often misdiagnosed by trained professionals, unfamiliar with deafness. The children are often placed in programs with teachers and supervisors who have minimum experience with deafness. And the law does not require excellence in education for the deaf.

IMPLICATIONS/IMPACT:

The implication, if the recommendations are carried, would be that programs will be highly qualified and strive to provide maximum educational goals to the deaf children who will then be properly diagnosed and assessed by professionals, trained to work with the deaf.

RECOMMENDATION:

The Department of Education should take positive action to encourage practices under the Bilingual Education Act that seek to enhance the quality of education received by limited-English-proficiency children whose native (primary) language is American Sign Language.

FINDINGS:

As one of our country's minority languages, American Sign Language (ASL) plays a vital role in the education of children whose native language is ASL.

We recognize that ASL is a language in its own right. Over the past decade, there has been a rapid accumulation of evidence that the sign languages of the world are fully developed, autonomous, natural languages with grammars and art forms all their own. Accordingly, the United Nations Educational Scientific and Cultural Organization has concluded that such languages should be "afforded the same status as

other linguistic systems" and should play an "active part in...educational programs for the deaf." ASL has received particular study and informed scholars agree that ASL is one of our country's authentic minority languages. Several states have recently passed legislation providing for the teaching of ASL in the schools on the same basis as other indigenous and foreign minority languages in the United States.

A bureaucratic gap exists between the protection afforded to members of minority groups who use a language other than English and the protection granted to students who are deaf and whose native language is ASL.

The Department of Education has not recognized ASL as one of the native languages for the purposes of the Bilingual Education Act.

Many of the programs under the Bilingual Education Act could potentially benefit children who use ASL.

In passing the Bilingual Education Act, the Congress recognized:

> "(1) that there are large and growing numbers of children of limited English proficiency;
>
> (2) that many such children have a cultural heritage which differs from that of English proficient persons;
>
> (3) that the Federal Government has a special and continuing obligation to assist in providing equal educational opportunity to limited English proficient children;
>
> (4) that the Federal Government has a special and continuing obligation to assist language-minority students to acquire the English language proficiency that will enable them to become full and productive members of society;
>
> (5) that a primary means by which a child learns is through the use of such child's native language and cultural heritage;
>
> (6) that large numbers of children of limited English proficiency have educational needs which can be met by the use of bilingual educational methods and techniques..."

MEANING:

We are asking the Department of Education to recognize American Sign Language as the native language of the deaf which then entitles us to the benefits offered under the Bilingual Education Act.

IMPLICATIONS/IMPACT:

The impact will be on language development and on teaching methods. This will help to nurture our native language and to maintain our culture.

RECOMMENDATION:

The Department of Education should require state educational agencies to conduct statewide planning and implementation activities, including the establishment of program and personnel standards that specifically address the educational and psychological needs of families with young children who are deaf. Individuals working with young deaf children and their families should be professionally trained in the area of deafness and early intervention.

The Department of Education should suggest that at least one member appointed to each State Interagency Coordinating Council be knowledgeable about deafness.

The Department of Education should ensure that grants for personnel training be targeted to personnel providing special services, preschool, and early intervention services to deaf children, from birth to age 5, and their families. Training should also be provided to adults who are deaf to prepare them to work as facilitating team members in local intervention programs.

The Department of Education should provide guidelines for states to include in their state plans such policies and procedures at least as stringent as those set by the Council on Education of the Deaf, to ensure that professionals in educational programs for students who are deaf are adequately prepared and trained.

The Department of Education should require states to ensure that persons employed to teach in special education programs demonstrate competence in the instructional practices and communication methods utilized within those programs.

FINDINGS:

The increased enrollment of students who are deaf in preschool special education programs coupled with recent EHA amendments, creates a pressing need for program and personnel standards to ensure the provision of quality services.

Few professionals have the specific knowledge and training required to successfully serve young deaf children and their families.

The inclusion of deaf adults trained as facilitators in early childhood programs should provide deaf children and their parents an opportunity for early and frequent contact with deaf role models.

The absence of uniform standards among states for professional training and preparation creates disparities in the quality of services provided to students who are deaf.

The Council on Education of the Deaf (CED) has established widely accepted standards for professionals in the field.

Since diverse methodologies are employed to instruct students who are deaf, many teachers lack skills in the specific communication approach used within their particular program.

Regular education teachers who have a deaf child in their classroom often lack appropriate preparation and assistance to serve that student.

Enrollment declines in teacher-training programs document a need to recruit qualified persons into the field of deaf education.

MEANING:

Deaf children have been placed in programs with untrained teachers and other professionals.

IMPLICATIONS/IMPACT:

Deaf children's educational needs will be better met if teachers and professionals are trained with some common understanding of the needs of deaf children.

RECOMMENDATION:

The Department of Education, in consultation with consumers, professionals, and organizations, should provide guidelines for states to include in their state plans such policies and procedures for the establishment and maintenance of standards to ensure that interpreters in educational settings are adequately prepared, trained, and evaluated.

FINDINGS:

It is vitally important to students who are deaf that only interpreters possessing appropriate qualifications be employed in regular educational settings.

Many parents have experienced deep frustration in their attempts to convince school administrators of the need for qualified interpreters:

> "The interpreters in our program have gone to supervisors and asked for guidelines, because we care about our kids, and they look at us like we have three heads. They don't want to spend the money and they don't want to hear about it. They don't care if the interpreter is trained or not. They have provided an interpreter and met the minimum legal requirements."

Most states do not have state policies to delineate the role of educational interpreters or to require that they be certified before being

employed by educational agencies.

MEANING:

Many programs have used enterpreters who have no skills in interpreting in educational settings. Many children may have failed in schools due to incompetent interpreters.

IMPLICATIONS/IMPACT:

The implication, if the recommendation is implemented, is that schools will be required to use interpreters trained to interpret in educational settings, thereby assuring total accessibility in classrooms.

PANEL DISCUSSION
Mike Burton, Chairperson
Co-ordinator Hearing Impaired Program
Floyd College, Rome, Georgia

In 1988, the first deaf President of Gallaudet University was inaugurated, the Commission of Education of the Deaf report was published, and a panel of deaf people sat before a group of professionals on deafness in Cave Spring, Georgia, and said what they felt about the directions deaf education is taking. Glory! Many of us in the field have been looking forward to the time when deaf people would become more involved in making policy decisions that directly impinge upon their lives. The panel at Georgia School for the Deaf (GSD) certainly acquitted themselves in fine fashion as their discussion demonstrated evidence on their research on the C.O.E.D. report and their own contemplative insight into the pros and cons of the turbulent changes being effected.

Members included...Donna McGhee, a student at Floyd College, who had been to a public elementary school, graduated from GSD and spent a freshman year at Gallaudet; Ed Steele, GSD high school supervising teacher; John Groth, assistant home life director at GSD; David Conti, computer and math specialist at GSD, formerly a graduate of a residential school for the deaf in New York State and a student at Riverside in California; Diane Conti, English teacher at GSD and GSD high school graduate as well as a strong proponent of oral education; Gertrude Galloway, Chairperson of the Pre-College Commission on the Education of the Deaf, Maryland School for the Deaf; Amy Anderson, with the Georgia

Department of Labor in Atlanta.

As the deaf culture is being pummeled by the vicissitudes affected by mainstreaming, it is instructive to be aware of the compromises being effected by deaf derived from public law 504 as well as ameliorate the damages wrought by public law 94-174. Unfortuately the time allotted for the panel only whetted our appetites and did not afford time for questions and answers. Let's see more input from the deaf community at next year's conference!

AN ADDITIONAL HANDICAP: VISUAL PERCEPTUAL LEARNING DISABILITIES OF DEAF CHILDREN

Vivienne Ratner, Ph.D.

There has been increasing concern about appropriate servicing of hearing impaired children with specific learning disabilities. The Annual Survey of Hearing-Impaired Children and Youth, 1981-82, by Gallaudet University Center for Assessment and Demographic Studies, revealed that 7.5 percent of the 51,962 hearing impaired children included in the Survey had specific learning disabilities in addition to their hearing impairment (Karchmer, 1985).

I propose that the incidence of learning disabilities among hearing impaired children is considerably higher than 7.5 percent, but we do not have appropriate tests that are standardized on a hearing impaired population to diagnose specific deficits.

A particularly high incidence of visual perceptual learning disabilities has been identified among 682 deaf children by this author. Research has just been completed using two new tests designed specifically for hearing impaired students, the Test of Visual Perceptual Abilities (TVPA) and the Test of Spatial Perception in Sign Language (TSPSL). The tests identified a primary handicapping condition entirely distinct from deafness that has devastating effects upon the deaf child ... visual perceptual learning disabilities.

The objective of this article and of the presentation by the author at the 8th Annual Southeast Regional Conference

is to describe the educational impact of this "Handicapping Condition", as defined in Public Law 94-142.

Definition of Visual Perception

Visual perception has to do with the "understanding" of the visual stimulus. It is the process of organizing and interpreting all the minute details of the visual scene obtained through the retinas of the eyes. A person can have 20/20 visual acuity and still not be able to interpret all the details of the visual scene without distortion. In addition, a visual perceptual deficit cannot be corrected by prescription glasses.

Review of Relevant Research

Current research has revealed several important findings related to the organization of the human brain and the cortical areas involved with visual perception and with the processing of spatial information.

While the left hemisphere of most persons controls activities subsuming language, it is becoming increasingly apparent that the right hemisphere is specialized for the skills that enable us to process spatial information and discriminate a variety of shapes, forms, textures, patterns, and movements.

In deaf signers the left hemisphere is dominant for sign language just as it is for spoken language, even

though sign language is conveyed by moving hands in space. The right hemisphere, however, controls gross spatial organization in signing (Poizner & Bellugi, 1984,1985). The right hemisphere also has been found to be more efficient than the left in providing awareness of the existence and position of different body parts, and the ability to identify similar body parts in others (Rapin, 1982; Kolb & Whishaw, 1985; Gaddes, 1985; Benton et al, 1983).

Using complex sophisticated technological devices, individual pathways, and even specific neurons within the visual cortex, have been isolated. Each of these independently process static, 3-dimensional drawings and also simple line drawings, form and shape information, orientation of lines, edges, corners and angles, location of objects in space, spatial organization, direction of movement, pattern of movement and depth in space. (Livingston & Hubel, 1983; Treisman, 1986; Regan, Beverly, and Cynader, 1979; Hubel, Wiesel & Strykes, 1978; Hubel & Wiesel, 1962).

Incidence of Visual Perceptual Deficits in Deaf Children

The Test of Visual Perceptual Abilities (TVPA) has been designed by the author to detect visual perceptual learning disabilities. It differs from existing tests of visual perception in that it uses moving stimuli.

With brain organization in mind, the complex umbrella term, "Visual Perception" was broken down into specific subskills:

Static Stimuli

Discrimination of Static Shape
Discrimination of Static Size
Spatial Relationships Between Static Objects
Visual Closure Perception
Visual Figure-Ground Perception
Perception of Space Between Objects

Dynamic Stimuli

Size Constancy (Perception of Size of Moving Objects)
Perception of Changing Spatial Locations of Objects
Perception of Spatial Relationships of Moving Objects
Visual Memory (Temporal-Spatial Integration)
Perception of Body Boundaries
Shape Constancy (Perception of Changing Dynamic Objects)

The Test of Spatial Perception in Sign Language (TSPSL) is not a test of sign vocabulary; the items were designed as examples of spatial components in sign language. Together, the TVPA and TSPSL can detect the inability of the youngster to perceive changing, moving handshapes used by a signing speaker, the assigned location of people and objects, and the direction they are moving in the signed communication.

The TVPA and the TSPSL were administered to 682 deaf students. The objective of the research was to identify those students who have visual perceptual deficits and determine how these deficits impact on classroom performance and upon the student's ability to comprehend sign language. The results revealed that 1) 15.5 percent of the 682 students, ages 8 - 18 years, had deficits in 2 or more subskills of visual perception, 2) 45 percent of the deficits in comprehending spatial components of sign language were directly related to the deficits in subskills of visual perception (Ratner, 1988).

Impact on Educational Performance

Educationally, there is a complex picture of peaks and valleys. This particular aspect cannot be over-emphasized. These visual perceptual deficits are specific and affect specific academic areas. In other academic areas the child will excel. The concept that different perceptual skills are processed in different areas of the cortex could explain why children with the disorder often excel in one academic area and fall apart in another. These areas of competence and deficiency differ with each child and with each visual perceptual deficit. This is a major difference between the learning disabled deaf child and the mentally retarded deaf child. The MR child will reveal depressed performance across all academic areas.

In some cases, the problems are observed when writing. The child writes on a slant down the paper and not on the horizontal line. Written letters and numbers are bunched together. The child cannot discriminate the space between letters within a word and the space between words in a sentence. The sentence, therefore, becomes one long word.

In other cases, the problem is more obvious in mathematics. The children reveal serious deficits in mathematical concepts (described in detail, Ratner, 1985). They cannot differentiate similar geometric shapes, e.g. rectangle, parallogram, square. They do not understand concepts involved in geometry. They cannot align numbers. They switch back and forth when adding

two columns of numbers. They have difficulty aligning the numbers in multiplication and long division problems. They cannot accurately perceive the position of a decimal. Youngsters who have difficulty estimating space cannot understand volume, perimeter or area. Fractions cause a great deal of frustration because the children cannot differentiate equal-sized parts from unequal-sized parts. They may have additional problems because they cannot separate and discriminate the lines on a ruler or a graph. Closure deficits also cause difficulty. Students who have closure deficits will not be able to identify an object when the configuration is outlined by a broken line. They will not be able to differentiate bars in a graph or chart consisting of dotted lines, x marks or slashes. To compound the problem, these students are often assigned to remediation on the computer that has a dot matrix. No one seems to consider whether the student can 1) read accurately on a vertical screen, 2) read the numerals or the written sentences presented in a glaring green or orange dot matrix, 3) align numerals or keep track of the printed matter that is presented horizontally on a vertical screen with just space to separate them, not lines.

Sign Language Comprehension

Perhaps the most devastating effect of the disorder is on the ability to comprehend sign language. Frequently, this child has difficulty differentiating body parts on himself and on the

signing speaker who is rotated 180 degrees. Confusion is also caused by the following problems directly due to visual perceptual deficits: He cannot perceive the exact position and level of the speaker's hands on or near the body. He cannot perceive depth in space. He becomes confused about direction and orientation of the speaker's hand movements. He cannot accurately perceive the location of objects as they are placed in the signing space in the course of the signed communication.

A deaf child's language and concept development are seriously impaired when visual perceptual deficits interfere with any of the above skills essential to sign language comprehension. They interfere with the comprehension of the directions and instructions of the classroom teacher and impair educational advancement.

Causes of Learning Disabilities in Deaf Children

Research has shown that centers of the brain involved in the processing of minute components of the visual scene function independently and are located separately in the cortex. It is conceivable that a viral assault by meningitis or maternal rubella that can wipe out inner ear functioning can also damage minute and scattered areas elsewhere in the cortex. Another known cause of deafness and also of learning disabilities is anoxia (oxygen deprivation), a condition that can result from birth complications. The research by Ratner revealed that the group of deaf students whose etiology of

deafness was anoxia (oxygen deprivation) earned the lowest mean scores on the TVPA. The second poorest performance was by students whose etiology was prematurity (frequently accompanied by anoxia), followed by the performance of those students who were deafened by meningitis and maternal rubella. The best performance was by those students whose deafness was caused by genetic factors and who probably did not suffer cortical damage of any kind.

Public Law 94- 142: The Education of Handicapped Children

According to PL 94-142, the hearing impaired child, the deaf child and the learning disabled child are entitled to services as handicapped children.

> The term "handicapped children" means mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, or other health impaired children, or children with specific learning disabilities, who by reason thereof require special education and related services.

Visual perceptual deficits are included among specific learning disabilities as defined by Section 1401, PL 94-142:

> The term "children with specific learning disabilities" means those children who have a disorder in one or more of the basic psychological processes involved in understanding and in using language, spoken or written, which disorder may manifest itself in imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. Such disorders include such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

The children included in the research by the author had two

handicapping conditions, i.e., deafness and visual perceptual learning disabilities. The visual perceptual disorder manifested itself in problems understanding and using (sign) language and in problems reading, writing, spelling and/or doing mathematical calculations. However, there is an exclusion clause which can be interpreted in such a way as to restrict funding for services to deaf children with specific learning disabilities:

> Such term does not include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

The wording can be misinterpreted to mean that if you are deaf, blind, mentally retarded or physically handicapped you cannot be learning disabled, as well. The research described above and the Annual Survey by Gallaudet University proved that a high percentage of hearing impaired and deaf children have at least one additional primary handicap, specific learning disabilities. Indeed, it is probable that a population of hearing impaired children, whose etiologies of deafness are similar to those of L.D., have a higher incidence of learning disabilities than hearing children. If a deaf child's learning disability is not recognized as a separate, additional handicap, he will not receive the combined professional services that are necessary for his specific needs.

Inappropriate Tests

One indicator of a learning disability is a discrepancy between the child's level of intellectual functioning and academic achievement. Intelligence classifications for hearing-impaired children are based entirely upon performance scales of intelligence tests, such as the Wechsler Intelligence Scale for Children-Revised (WISC-R), Leiter International Performance Scale, or Raven's Progressive Matrices. Verbal scales are not appropriate for deaf children, especially, because of their severe language deficits. The tasks on all of the performance subtests in currently used standardized tests of intelligence require considerable spatial and other visual perceptual skills. If a child has a visual perceptual deficit, he may perform poorly on the performance portion of the I.Q. test and be classified as having less than average intelligence. In addition, the disorder will contribute to poor academic performace. There will be a very small discrepancy, if any, (on paper) between the child's level of intellectual functioning (I.Q. score) and academic achievement. Therefore, his learning problems will not be attributed to specific learning disabilities, but to deafness alone, and worse, to mental retardation. Conclusions are too often drawn from tests that are inappropriate, conclusions that preclude appropriate professional services for each handicapping condition or result in inappropriate class placement or labeling that ultimately destroys the child.

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MINIMUM COMPETENCY TESTING

Carl B. Williams, Assistant Curriculum Coordinator
The Florida School for the Deaf and the Blind

"Minimum Competency Testing: A Survival Guide" was a presentation focusing on The Florida School for the Deaf's programmatic response to the demands of the state's minimum competency testing program. Because test performance impacts directly on diploma options, the school has endeavored to structure a comprehensive program which includes documentation of preparatory and remedial instructional efforts.

The procedure consists of two primary components. The first component, **Documentation of Mastery**, ensures exposure to the skills which form the basis of the Flordia Statewide Assessment Program. Teachers maintain a record which contains learning activities certifying student mastery of each skill. These may be worksheets or statements describing skill mastery as demonstrated through verbal or manipulative activities. This stage also includes the administration of a test developed in accordance with item specifications. **Documentation of Remediation**, the second component, involves additional instruction in deficient areas, as indicated by the test results.

FSD has molded its overall educational program to accommodate this general procedure which provides specific

instruction designed to assist students in acquiring minimal competencies necessary to perform functional reading, writing, and mathematics tasks.

TRANSITIONAL PLANNING FOR HEARING IMPAIRED STUDENTS IN THE MAINSTREAM

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When the Education for All Handicapped Children Act of 1975 was enacted, the children and youth with disabilities in America were guaranteed a free, appropriate public education. The first generation of hearing impaired students educated under the influence of this act are exiting from our high schools. Unlike the hearing impaired students who were educated prior to this law, this generation of hearing impaired students is better educated. Most of the children have been mainstreamed with hearing peers. Hearing impaired students have had the opportunity to socialize with hearing children; they are more socially integrated in local community activities than children were ten or fifteen years ago. Educators who work with hearing impaired children are more ant to establish higher goals of achievement for their students. P.L. 94.142 has made a significant difference in the lives of hearing impaired students and their educators.

Support services from community agencies for students who are hearing impaired have increased. Today many hearing impaired students are participants in job training programs and receive assistance from vocational rehabilitation counselors as well as their school counselors. More emphasis has been placed on preparing hearing impaired children with life-long skills that will enable them to compete in the employment arena.

Although our efforts to develop transitional programming for hearing impaired children have doubled within the past ten years, we have some alarming data on the status of our nation's disabled adult population.

A 1985 Harris Poll found that sixty-two percent of disabled adults surveyed were not working and not involved with any aspect of community life. Many handicapped adults stated that they wanted to work but found it difficult to convince employers that their handicapping condition would not interfere with their ability to perform work. Other handicapped adults reported that transportation to and from work created an insurmountable problem that prevented them from holding down a job. No other demographic group under the age of 65 has such a large unemployment rate.

Other surveys conducted by individual states have yielded the same type of unemployment figures within the adult handicapped population. Studies in Florida (1986) indicated that approximately twenty-five percent of the special education graduated had successful transitional experiences into adult life. Frequent employment changes were reported by twenty-five percent. Fifty percent had difficult transitional experiences and were back at home with their families. Colorado reported that sixty-nine percent of its adult handicapped population were employed (Mithaug and Horiuchi, 1983); Vermont listed fifty-five of its adult handicapped population as unemployed (Hasazi, 1985).

Based upon the foregoing data, educators have failed to prepare its handicapped youth with skills that will prepare them for employment following graduation from high school. Hearing impaired students who are among the unemployed group need our help in planning comprehensive transition programs.

Hearing impaired students have individual strengths and weaknesses; we cannot prescribe the same type of programming for all students. It might be easier to understand if we were to think about our hearing impaired students in three separate groups. Each group has needs based

upon communication skills, native intelligence skills in reading and writing and social skills.

For the first group of hearing impaired students, very little assistance will be needed. Transitional programs should include the usual assistance from school guidance counselors or community employment counselors. Perhaps these hearing impaired students need to know about available support programs at the college level. Perhaps they need to develop some assertive skills in talking with teachers about their individual needs, i.e., preferential seating, a note-taker, use of visual materials. If they are entering employment, they might need to have an assessment of their interests and aptitude for employment. A transitional program for this group will require accurate interpretation of student skills.

The second group of hearing impaired students will need the assistance or vocational rehabilitation counselors who might offer job training prior to seeking employment. Their transitional program will require cooperation planning by the community agency, local education agency, parents and the student. Everyone will need to know the objectives of the transitional planning and agree to provide all opportunities for its successful implementation. When employment skills have been acquired, assistance will be needed in locating an appropriate place of employment. Counseling will be a necessary part of this transitional program. Providing a safe workplace with visual alarms might be necessary. If the hearing impaired student communicates with sign language, the employer might need to have an interpreter with the student to explain procedures. The employer might want his other employees to learn sign language. If the hearing impaired student is oral, special amplification equipment might be needed. For this group of hearing impaired students, the support provided will not

continue for an extended period of time.

The third group of hearing impaired students will need intensive support services to acquire skills for employment. Specialized training will be required. On-the-job support with a paid job coach will be needed by the student to ensure complete understanding of his duties and responsibilities. Some hearing impaired students will need a job coach for an extended period of time. Others will be able to master their jobs with the assistance of a job coach for a short period of time.

Hearing impaired students regardless of which grouping is best for them in planning a transitional program, have been assured appropriate services from a history of federal legislation. The following is an overview of governmental acts that have provided an impetus for transitional planning for disabled children and youth.

P.L. 99-142: LRE, continum of services, parental involvement, program planning, services linked to needs; P.L. 98-199: recognizes lack of effective preparation for employment and adult life, challenges transitional services, establishes grants to explore new service delivery; P.L. 99-457: continues to stress improved secondary and transition services, pre-school incentive, new emphasis on physical education and recreational skills as key components in preparation for adult life; P.L. 93-112: Section 504: "No qualified handicapped person shall, on the basis of handicap, be excluded from participation, to be denied the benefits of, or otherwise be subjected to discrimination under any program or activity which receives or benefits from federal financial assistance." P.L. 99-506: new emphasis on VR services for persons with severe handicaps, continued focus on supported employment, rehabilitation engineers to develop/find technology which help physically disabled work; P.L. 98-524: Carl Perkins, focus on

underserved students, specifies use of ten percent set aside for handicapped, focus on assessment, curriculum modification, guidance, equal access to programs and services; P.L. 97-300: JTPA replaces old CETA, establishes programs to prepare youth and unskilled adults for entry into labor force, much local control of programs, many types of programs and services, i.e., school to work, transition, try-out employment skills training, and summer youth employment; P.L. 99-496: JTPA focus on literacy, dropout prevention.

Educators working with hearing impaired students are all interested in the happiness and well-being of their students. A life that has promise of gainful employment and social enjoyment should be a goal set for each of our students who are able to compete in American society. Transitional plans might be the way to provide a high quality of life for our hearing impaired students. No one can survive without a support system. Let's do all that we can to provide ample opportunities for our hearing impaired students through the development of appropriate transitional programming.

8th Annual Southeast Region Summer Conference
Cave Spring, Georgia
June 15, 1988

From Point to Point: A Writing Program for H.I. Students

Joan Laughton, Ph.D. & Page Long, M.Ed. Candidate
University of Georgia

I. Use of Spoken, Signed or Written Means of Communication Share a Common Language Base (PSL Transparency)

A Hypothesis-Testing Procedure - form many levels of Hypotheses or sets of expectations (e.g,newspaper will have a certain form)

II. A Psychosociolinguistic (PSL) Model of Reading/Writing

Interactive Relationship between Reading/Writing

Top-Down, Bottom-Up, Interactive Models

Our approach- more Top-Down at beginning

Schema-based (knowledge of how texts are organized), reader-based, active learning, reader brings meaning to text & tests hypotheses

Bottom-Up - data or text bound, reader tries to use author's schema; must decode author's meaning

Prior learning

Reading/Writing as Communication between Author/Reader

Writer has purpose/intents & conveys to reader(audience);

Reader must recognize a person who wrote to communicate

Focus today on Writing (6/88-Phi Delta Kappan; 4/88 Exceptional Children-Research/Instruction in Writing; R.R.Kretschmer Monograph)

III. Primacy of the Narrative - a special form of language/communication use

Everpresent - narrate or tell a story daily

e.g., Why late? What happened? How clothes get torn?

People narrate - not just an issue of writing & reading

UNIVERSAL WAY OF UNDERSTANDING INFORMATION

Use narrative as basis for writing then to expository, plays

IV. Story Maps (Guides, Frames, Diagrams, Grammars)

V. Story Map for Point to Point (this presentation)

The Setting

Place - U.S.

Time - 1988

Characters - H.I. Students, Their Teachers, You

The Problem

A Nation at Risk for Illiteracy (23 million)

Boothbay Writing Project (1987)-process approach with teachers.

Some could not remember writing in elementary or high school.

(All language arts = drill & skill)

Creative writing-often irrelevant (e.g., If I were a kite....)

Wrote for teachers not classmates

No one remembered seeing teachers write

H.I. Students Writing Deficiencies

Donald Graves Observations

Lack of attention to teaching writing (all reading)

Don't have to have reading competence before writing

Writing is <u>not</u> penmanship, vocabulary, spelling, usage

Learning 1 language modality can aid others

ALL CHILDREN CAN LEARN TO WRITE

The Goal

ACTION - Establish a Total School Writing Program

Staff Development (Topics such as invented spllg, journal writing, language experience, storytelling, storywriting, editing, mechanics)

Monitoring (Student writing folders)

Bookwriting (Young Authors Program, Parents Network to publish works)

Sharing (Bimonthly newsletter, magazine)

Focus on Process, not Product

Product-focus on assigned topics, turn in & teacher corrects, workbooks on mechanics)

Process-from Emig (1971), Graves (1983), Murray (1987) - writers move thru a series of phases (prewriting, etc.), refine their ideas & take responsibility for ownership of the text

Whole Language (theoretical framework) not a method (not focus on skills, phonics, basal readers)

Assumes - language learned for making meaning & accomplishing intests, occurs in context

Assessment via "constant kidwatching"

(Goodman, 1975); document growth in actual work, not standardized tests

How to Do It - Brian Sutton-Smith says

if you keep asking children to make up stories for you & show some delight at the stories, if you keep asking for more stories, stories get better. Children progress to wanting to write their own stories

PROCESS APPROACH TO WRITING

Student centered, meaningful, consult model

Variety of print forms in classroom - not only basals

Whole language classroom

Assumes: Writing process is dynamic process between writer & text

Emphasizes: Ownership

Putting Experience into Words

Primacy of the Narrative

Importance of Context

Building Communities of Writers

Graves: Teacher teaches most by showing how he/she learns

Write 4 - 5 times weekly

Studio Approach - Teacher moves about

Conferences with students

Children take responsibility

Children choose their own topics

Children help each other

Components of the Process:

Prewriting (brainstorm about topic, gather ideas, find "voice", mapping)

Drafting (get ideas on paper in sentences. no corrections, teacher conferences)

Revising (go over draft, make changes from conferencing; still have mechanical errors, read paper to see if it says what intended)

Editing (identify errors, develop proofing system, independent revision)

Publishing

The Outcome

Discussion of Examples of Success

1st National Conference - Lehman College (CUNY) 1987

Removing the Writing Barrier: A Dream?

R.R.Kretschmer Monograph on Learning to Write and Writing to Learn

WHAT WRITERS NEED

WRITERS NEED REGULAR CHUNKS OF TIME

WRITERS NEED THEIR OWN TOPICS

WRITERS NEED RESPONSE

WRITERS LEARN MECHANICS IN CONTEXT

WRITERS NEED TO KNOW ADULTS WHO WRITE

WRITERS NEED TO READ

WRITING TEACHERS NEED TO TAKE RESPONSIBILITY

FOR THEIR OWN KNOWLEDGE AND TEACHING

Atwell, N. (1985). How we learned to write. Learning, 13, 51-53.

ALL CHILDREN CAN LEARN TO WRITE

CHILDREN CHOOSE TOPICS

CHILDREN READ THEIR PIECES AND REVISE

CHILDREN HELP EACH OTHER

TEACHERS LISTEN TO CHILD TEXTS

SKILLS DEVELOP IN THE CONTEXT OF CHILD WRITING

TEACHERS HAVE GREATER ACCESS TO CHILDREN

WRITING IS A SOCIAL ACT - ESTABLISH COMMUNITY OF LEARNERS

1. Write daily, same time for minimum of 30 minutes
2. Help establish each child's topics, area of expertise
3. Collect writing in folders, keep in class, publish some in more durable form
4. Teacher participation involves sharing their writing, moving about, responding to students' writing
5. Children respond to each others' writing
6. Advance toward more group negotiation in working with a draft and solving problems.

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COMMUNICATION BETWEEN DORMITORY STAFF AND PARENTS

Michael Kelly, Dean of Students
South Carolina School for the Deaf and the Blind

The focus of this workshop is on the vital link that exists between dormitory staff and parents of students residing in schools for the deaf. More specifically, this presentation takes a look at why communication is important between parents and dorm staff and how to increase communication through a variety of methods.

Many veterans of dormitory work agree that the communication we often have with parents is sporadic and negative. Tyronne is in trouble again. Holly says that $25.00 was stolen from her locker. Marcus hurt himself on the playground. This list can go on and ranges from petty to tragic news. Let us stop and think what else can be the subject of our communication. Why not think about what you will communicate to your families about this conference as a way of generating ideas. You are away from home--just like our dormitory students--so perhaps when you call home you might talk about the food here. Or you might comment on where you are sleeping, who you have met, what your flight or drive here was like, what the school looks like, the weather, the workshops, what you forgot to bring. You might talk about your roommates, the evening socials and who you missed back home. This list is only partial, but the items mentioned are the same concerns of our students and their families. Devising ways to communicate thoughts and feelings about these is our challenge.

In my position as Dean of students, I meet all families of applicants to the school. We have a well-organized process where parents receive information about the school, IEPs, health care, transportation, sports and so on. But guess what is the number one concern of almost every parent I meet? Not who is teaching algebra II or how much time is spent on vocabulary drill. No, the concerns are: Who will supervise my child after school? Will he have enough to eat? Will someone make sure she brushes her teeth? What if she wakes up at night with a bad dream? Will he have friends? These are the worries parents have had and the more ways we find to communicate with them in a positive, proactive way, the happier they and their child will be.

[At this point in the workshop several role playing activitives were undertaken to try and give staff a sense of what parents feel when they deal with a large residential school. A brief videotape was also shown making the same point].

So what are some ways to improve our communication with parents. There are many. Start with the sometimes rare chance you have to meet parents face-to-face. Do you make time to sit down and talk with them? Are you prepared to say two positive things about their child for every "bad report"? Do you demonstrate affection or a positive attitude toward the child if he or she is present? Are you signing if the child or other deaf people are present?

Look around the area where you are meeting these parents--

what does the environment communicate? Is it cheerful and positive? What do your signs on the wall or bulletin board say? Is there only a "don'ts" list with a lot of rules? Do any of your signs say "please" as in "Please walk in the hall?"

There are numerous ways to communicate with parents when you cannot meet face-to-face. Phone calls are permitted at some schools. Remember to be positive, honest, and try to put yourself in the parents' place. Written communication follows similar rules: express yourself in a clear, straightforward way without a lot of big words. Always include the date, the child's name, your name and your title in any written communication. A typed note is nice if you are able to accomplish that at your school. Make your note neat if it is handwritten--you are a professional and your work should look professional.

Form letters can be devised in a way that looks cheerful and informative. It is a helpful way to communicate information to parents in a simple way. Use colorful stickers on them which can be bought at most dime stores, K-Mart, etc. An example of a form letter might be "Favorite Things" where all favorites such as food, color, friend, activity, staff person, etc., are listed in a form letter.

Do not forget pictures! Polaroid and 35mm pictures are a wonderful form of communication that can be sent home on a colorfully decorated sheet of paper with a caption. Remember it is still true that a picture is worth a thousand words!

Send home schedules and written programs of the football game or the beauty pageant. Type the results of the game or pageant in the program. You can also send home kids' art work with a short note from you. If you come across a brief article in a magazine that talks about kids, you can ask your supervisor for permission to copy it and send it home.

Lists are easy to read and can be dressed up too with stickers. Send home lists of chores the students do in the dorm or lists of who lives in his room, wing, etc. List all her accomplishments this semester.

[A number of form letters, calendars, and schedules were circulated among participants to give them ideas for their own dorm program].

Finally, do not forget videotapes. If your school owns video cameras, you may be able to have parents send a blank tape which can be recorded and sent back home. Five or ten years from now we will probably be sending tapes home regularly!

In sum, dormitory workers are critically important to a student and his or her family's well-being. We have responsibility for students two-thirds of each day. Problems and mistakes will always occur--that is part of life and learning. Let us make sure, though, that we communicate all the wonderful things our students are doing. It makes for a happy dorm, satisfied parents, and students who feel good about themselves.

INFANT - TODDLER EVALUATION

presented by:

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8th Annual Southeast Region Summer Conference
June 15, 1988
Cave Spring, Ga.

INFANT-TODDLER EVALUATION

Introduction

The Ga. PINES Program (Georgia Parent Infant Network for Educational Services) has expanded tremendously over the last 10 years. It is a home-intervention program for the hearing impaired, visually impaired and multihandicapped sensory impaired (MHSI) preschoolers within the state of Georgia. We are currently serving over 300 preschoolers 0-5 and have over 100 parent advisors who work with the children and their families.

Over 30 physical or occupational therapists provide supportive services. Further parent advisor and therapy/consultant training is scheduled yearly. The Ga. PINES' SkiHi program serves the hearing impaired and Ga. PINES' Insite Project serves the blind, deaf-blind and multihandicapped sensory impaired.

Screening and Diagnosis

Screening and diagnoses of the preschool children's handicaps have usually been carried out before they are referred to Ga. PINES. It is because of audiological, medical and ophthalmological diagnosis or indications of delayed sensory skills that most of our children have been referred to the program by medical professionals, social workers and others.

Documentation of the children's handicaps are also part of the eligibility criteria for continuation in the program. To that end, ongoing audiological, functional vision and therapy evaluations are carried out to determine changes as they occur as the child matures.

Assessment and Knowledge of Other Handicapping Conditions

The population of hearing impaired and vision impaired preschoolers is changing due to etiologies that are documented such as cytomegalovirus, meningitis, prematurity and newly recognized syndromes such as the C.H.A.R.G.E. syndrome. Parents are encouraged to learn more about their children's handicapping conditions and how they impact on the child's development. This is done through parent discussion modules. The depth of the discussions depends on the parent's needs or wishes. Parents are tested on knowledge and skills which are documented as they are acquired.

Through this background information, knowledge (and a concerted effort in building trust, support and communication on the parent advisor's part) the parent can more readily become involved in informal observation and sometimes record keeping of the child's behaviors. Parents are asked to keep a notebook. The parent advisor not only addresses the child's needs but also works toward the parent's assessment of the child's needs. Sometimes the parent's and parent advisor's assessment of the child's needs differ. If this is the case, the parent advisor can model some of the skills they feel needs to be addressed while deferring to the parent's needs.

Developmental Assessment

When you work with preschoolers 0-2 and 3-5, the emphasis in assessment is developmental. Observation of sensory-motor responses and skills, and early learning behaviors are emphasized. Assessment is geared more toward functional skills versus intellectual skills as language and communication are evolving but are usually somewhat delayed due to the handicaps themselves.

Parents vary in their knowledge and exposure to early child development. They are usually more aware of normal development if there are older children, or children in their neighborhood or young relatives. When this is not the case they must be taught how to observe emerging behaviors or lack of behaviors which in early development can be predictable and sequential.

Any new parent is unconsciously assessing an infant or toddler's skills. Can he hear, see, respond to stimuli? Can he roll over, crawl, stand up, walk around, etc. because other kids his age do? (Age related.) In other words, "Is my child meeting the major developmental milestones?" In many cases, parents, mothers in particular, identify or suspect developmental delays before the pediatrician does.

With the hearing impaired or multihandicapped hearing impaired INTERVENTION emphasizes stimulating the skills that do not occur or develop spontaneously. Thus we say we are observing and assessing to identify strengths and weaknesses and to determine BASELINE INFORMATION.

The baseline information derived from assessing and observing is used: (1) to plan sequential activities to address needs; (2) to strengthen skill areas; (3) to re-evaluate to form new goals and objectives or to modify existing goals on the IEP or IFSP (parent's needs and skills are also addressed); (4) to provide updated information at periodic staffings; and, (5) to determine support services needed. Since parents are with the child for a greater part of the day and night and have information others would not possibly have, it is vital that they are part of the overall assessment process.

Infant/Toddler Evaluation in Deafness

Few tests have been normed using the hearing impaired as subjects. This is especially true with the preschoolers. When tests are used that have been normed on the hearing child, data derived must be cautiously interpreted and this fact noted. Testing results are usually skewed because of many factors but a most important variable is the language and communication level of the hearing impaired child which is in most cases developmentally delayed in quality and quantity when compared to the hearing.

Adaptation or omission of some portions of the tests may be made. Developmental tests such as the Learning Accomplishment Profile - Developmental Edition (LAPD) or the Battelle are examples of developmental tests from which a functional age or level can be obtained for some domains particularly the motor and basic skills. However, the language skills of some HI or MHHI preschoolers preclude using them in their entirety since the child needs language skills or concepts to perform many of the tasks.

For the hearing impaired preschoolers in the Ga. PINES program there is an emphasis on language and communication assessment performed on a regular basis. The Ski Hi Language Development Scale is informally administered every three months or on regular intervals using a checklist to determine linguistic skills. The Ski Hi Receptive Language Test, administered every six months is used to determine the child's ability to comprehend single word utterances as well as up to four critical element utterances. There are 50 test plates with 4-5 stimulus pictures to each plate in ascending order of difficulty. The child must demonstrate comprehension of the ascending order of critical element utterances taken from 100 core vocabulary items.

Audiological testing is carried out through pediatric audiological conditioning procedures on an on-going basis.

The school's diagnostic and evaluation team usually administers a battery of test instruments at age three if the child is to be enrolled in our center based program or if required for other reasons. The battery may include: developmental skills, cognitive items, learning readiness, etc.

Also used is a checklist which samples parents language as they interact with the child.

Assessment of the MHSI

Usually the MHSI child requires an inter disciplinary evaluation along with a developmental to assess the major areas of: language-communication, social-emotional, cognitive, self-help, sensory and gross and fine motor.

The child's motor skills can be more formally assessed by a physical or occupational therapist or more informally by the parent advisor.

The audiological must be carried out by a professional who has understanding and experience with multihandicapped preschoolers. The audiologist is looking for behavioral manifestations of a response to sound be it a cessation of activity, eye blink, startle response or a change in breathing patterns among many behaviors.

Since many of the MHSI are deaf-blind or just visually impaired, an informal visual functioning assessment may also be required to supplement the formal. Most times, ophthalmologists do not provide us with enough visual functioning versus acuity information to help in educational programming. Both pieces of information are supplementary to each other.

The Callier Azusa Scale

The Callier Azusa Scale is a formal measure of a preschooler's skills across the areas mentioned above. Furthermore, it was standardized on a deaf-blind population and has been used nationally with other handicapped children. Parent advisors with parental input address skills through observation, questions and answers from the parents or tasks set up to determine those skills.

The Callier results are plotted on a profile which describes chronological age range in which behaviors are expected to occur (0-6 mos.), (6-12 mos.), (12-18 mos.), (18-24 mos.), etc. in normal development. The results describe the actual functioning level of the individual child. The results point out the discrepancies between chronological and functioning level be it a developmental delay or average or above average skills in all of the major areas.

The resultant profile is used for many purposes, among them are: baseline data for planning programs, sharing information with other agencies and is used to compile national data for funding purposes and so forth. Pre and post tests are given each year to determine progress though it may be given more frequently.

The Insite Developmental Checklist

The Insite Developmental Checklist is being modified, refined and standardized on the MHSI. There are many more discrete items than the Callier at present.

These developmental assessment tools can be supplemented by the Hawaii Early Learning Profile (HELP), the Uzgiris-Hunt, the Carolina Developmental Scale, the Vulpe and the Oregon Project for Visually Impaired and Blind Preschool Children.

It is important to note that assessment is cyclical and on-going. The tools used depend on the level of the child, his ability to communicate and his multiple needs. A developmental scale is an appropriate tool for preschoolers just as achievement and intellectual tests are appropriate for school aged children.

Training

Once the multihandicapped sensory impaired (MHSI) portion of the Ga. PINES program was added, parents and parent advisors alike saw a need for more input into their children's motor deficits. Therefore, in February, 1987, we began training physical and occupational therapists to work as consultants to the program.

Therapists are recruited from across the state and are required to have pediatric experience, Georgia licensure and to carry personal liability insurance. Since, in the field of pediatrics, therapists are working on developmental skills which build one on another across the various domains of gross and fine motor, sensory integration, cognition, self-help and personal-social, much overlap exists between the treatment content and approaches followed by physical and occupational therapists. Therefore, in the Ga. PINES program, assignment of a PT versus an OT to a particular referral is based more on geographic location than on area of specialization.

Training for therapists occurs over 4 days, in conjunction with the parent advisor training, thereby allowing sharing of ideas and encouraging a "team approach" toward working with the program's MHSI children and their families. During the training, the therapists are given information on vision loss, hearing loss, communicating with MHSI children and a variety of other topics. Training content is not just focused on motor issues but rather relates to the total child.

Why Therapy?

Why did the Ga. PINES' parents and parent advisors see a need for therapy input? As has already been mentioned, early development is sensory-motor in nature. Young children learn about themselves, their environment, language, etc. through movement experiences which relate their bodies to themselves and to objects outside themselves.

Many MHSI children have motor delays which interfere with this learning. For example, hearing impairment of a meningitic etiology can also be accompanied by severe, temporary motor problems and possible long term balance and coordination difficulties. This motor involvement occurs due to sensory hair cell damage not only in the cochlea, the organ of hearing, but also in the vestibular mechanism in the inner ear which contributes to controlling various motor functions, balance being a primary factor. Extreme prematurity can also result in visual impairment (retinopathy) and cerebral palsy as a consequence of brain damage. It is also important to note that sensory impairments alone can also effect motor development, with delays being common due to lack of sensory stimulation from the environment. Motor development frequently does not occur at a normal rate or in a normal fashion.

Perhaps most important as a rationale for including therapy services in the Ga. PINES program was parental need to understand their children's problems and to receive assistance in how to encourage motor skill development to occur as normally as possible. Parents assess their child's early development through the child's acquisition of motor milestones, these skills being the first visible signs of early maturation. Is the child holding his/her head up, rolling over, sitting up, etc.? With MHSI children, the motor area is, therefore, an early area of concern for parents. Therapy consultants, working with the family and the parent advisor can be of tremendous help in assisting with the explanation, assessment and remediation (if possible) of these motor delays/problems.

The MHSI child, then, in addition to vision and hearing deficits, can also exhibit delays in achieving: (1) gross motor milestone; (2) eye-hand coordination and fine motor skills; (3) body awareness and spatial concepts; (4) language concepts; (5) personal-social skills - ability to interact appropriately with other people or objects in the environment; (6) self-help skills such as eating, dressing, personal hygiene, toileting, etc.; and, (7) integration of other sensory information coming into the CNS through the tactile, vestibular and proprioceptive avenues (with potential fear or dislike of touch, movement, etc). This wide variety of potential delays indicates why good team assessment of the total MHSI child is so important in the first few years of life.

Assessment by Physical/Occupational Therapists

As has been already mentioned, the Ga. PINES program utilizes several standardized tests for assessment of the hearing impaired or the MHSI children within the program (the Callier Azusa Scale for example). Therapy consultants frequently assist the parent and parent advisor with giving the motor portions of these tests and planning motor activities based on the test results.

Specific tests used in the therapy fields vary greatly among PT's and OT's based on training, work experience, etc. When a standardized test is used, a developmental checklist format is normally chosen. (For example, the Miller Assessment, Bayley Scales, HELP, Vulpe, etc.) However, with a child who has cerebral palsy, these tests which are usually based on "normal" development may be inappropriate and incomplete. For this reason, therapists tend to use some informal assessment and pull from a variety of sources in order to do a more complete evaluation of such a child. From a therapy perspective, additional areas which might be tested are as follows:

(1) Muscle tone - the tension in muscles. Can range from low (floppy) to high (spastic).

(2) Joint range of motion - flexibility around joints. Abnormal tone can effect muscle length and joint structure creating decreased movement in joints.

(3) Sensation - ability to feel temperature, pain, touch, etc. This also may include the child's ability to integration/interpret tactile stimuli or other stimuli such as movement appropriately. Many of our MHSI children are fearful of and "defensive" about movement and/or touch due to traumatic hospitalizations early on and/or misperceptions of the sensory stimuli coming into the CNS.

(4) Reflexes/reactions - at times, "primitive" reflexes (normal within the first year of life) can remain apparent long beyond their normal time frame due to CNS damage. Additionally, some MHSI children never acquire higher level reactions which allow us to become motor proficient upright in space against gravity. These would include, for example, righting, protective and equilibrium reactions.

(5) Muscle strength

(6) Movement patterns - not only whether or not the child is performing gross motor developmental skills such as sitting, crawling and ambulating but how the child moves himself from one position to another. Is the movement pattern such as to cause problems with joint range of motion, further achievement of other development milestones down the road, etc.?

(7) Coordination and balance - eye-hand, eye-foot, bilateral integration of the two sides of the body, dominance, etc.

(8) Fine motor - grasp, release, etc.

(9) Oral motor - muscle tone, oral sensitivity (hypersensitivity being a big problem with children who are or have been gastrostomy tube fed), reflex activity, tongue and lip movements, suck-swallow and chewing patterns, self-feeding difficulties.

(10) Respiration - chronic congestion, breath control and breathing pattern (especially important for speech production).

(11) Visual/perceptual skills - ranging from visual focusing and tracking to body awareness, motor planning and spatial concepts.

(12) Self-help - dressing, feeding, grooming, toileting, etc. and evaluation of the need for special equipment for the above named skills or for general positioning and mobility.

The role of the physical and occupational therapist in assessment of the MHSI child, then, is: (1) to assess the above named "specialized" areas which affect normal development; (2) to help the PA and parent devise remediation activities which fit into the normal day-to-day routine of the child and the family, keeping in mind and addressing at the same time the child's other sensory problems and needs; (3) to help the PA and family circumvent the physical handicap to allow for functional independence through adaptive devices, when remediation of the motor problems is not possible. Many MHSI children will never achieve totally normal levels of development due to the multiplicity of their problems. The goal should be to make these children as independent and functional as possible and to show their familes how to handle and position them appropriately in order to make daily care easier.

When assessing infants and toddlers, consideration of several other factors can help us to obtain more complete and accurate information. Including parents in the evaluation process, through parental reporting of skills not observed in the evaluation or parental assistance in positioning and handling the child effectively "puts the parents on the team" from the onset and usually gives more complete information on the child's abilities. Keeping environmental factors consistent and familiar to the child (for example, performing the evaluation in the home with familiar toys, etc.) can also help the child to feel more secure, less upset and assists with "integrating" incoming sensory inputs. Finally, performing assessment over time, being cognizant of the child's state at the time of evaluation is critical to assessment of the infant or young child.

A number of researchers have reported on the presence of a variety of states of awareness in normal babies which affect their ability to take in sensory stimuli. Further studies with premature babies have shown that these babies have a very different set of states and needs. Stimuli not only can't be taken in in the same way or at the same rate but can much more easily overwhelm the premature infant resulting in "shutting down" attention to the stimuli, aversive behavior and changes in heart rate, breathing, temperature, etc. which can be dangerous to the baby's health.

Many of our MHSI babies and even older children also show these same problems with state control. When evaluating these children, this issue needs to be kept in mind and should guide the assessment, essentially precluding the standard one hour, one time assessment at the examiner's convenience. The question should not just be "Can this child do what I want him to do, when I want him to do it and in the way I want him to do it?" but rather "How is this child responding to incoming stimuli?" which may include sound, sight, touch, movement, etc. either alone or in combination. Infant-toddler assessment should be thought of as a feed-back loop. What the examiner does in testing the child can directly impinge on the child's responses. Therefore, any evaluation results need to be examined in term of the totality of the test situation in addition to the skills required for the specific tasks and how these tasks are carried out by the child.

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NEW DEVELOPMENTS IN RECREATION FOR RESIDENTIAL STUDENTS

Marilyn Myers, Activity Therapist
South Carolina School for the Deaf and Blind

DISCUSS THE WORDS:

1. GAME: Way of playing, pastime, amusement (also fun, educational, teaching tool, and program material).

2. APATHY: Lack of interest in things generally found exciting, interesting, or moving indifference. (Causes: experiences, limited skills, lack of encouragement, self confidence, motive, reward, and influence).

3. RECREATION: Refreshment of one's mind or body after labor through diverting (entertaining) activity; play. (Recreation, like food and clothes, is a matter of personal preference).

ACTIVITY (GAMES):

Copy Cat (group)
Mirror (partners)
Relays with Balloons: Over and under pass (line)
Right and left side pass (line)
Feet pass (line)
Forehead/Forehead Relay (partners)
Tummy/Tummy Relay (partners)

Fanning Ping Pong Ball Relay
Adapted Musical Chairs (no one is out)
Tic Tac Toe (teams)
Thumb Wrestling
Three in One (kickball, softball, and football on one "field")
USA Map on Floor (stand on state where you were born, live, love to travel/visit, or dislike). Icebreak activity

DISCUSSION:

Selection of appropriate games - age, physical health and general fitness, psychological or mental status, size of group, amount of time, facility, and experience of group.

There are thousands and thousands of games where everybody cooperates... everybody wins...and nobody loses.

Child (person) grows and develops through play.

Don't be afraid to modify any rules for the game. Most important thing to do is to be sure all participants have an opportunity to play the game without any reject, discourtesy, or denial.

When planning daily activities, plan for entire group, not just the popular few.

When working with a group, you are the lead person, responsible for the success of that activity. Be prepared, equipment set-up, managing, and controlling activity and clean-up.

COMMUNITY BASED CURRICULUM FOR HEARING IMPAIRED STUDENTS

John Johnston, Program Director
Georgia School for the Deaf

Linda Patton, Co-presentor
Community Based Education Coordinator
Floyd County School System

Loring Kirk, Co-presentor
Human Resources Department
Rehabilitation Center for the Deaf

Introduction: John Johnston

In the state of Georgia, close to 100% of public school seniors will meet state requirements for a high school diploma in 1988.

Approximately 90% of residential hearing students will "not" satisfy the academic "testing," etc., criteria necessary for state certification.

Rapid demographic and legislative changes of the last two decades have resulted in a vast reduction in the number of stable academically capable hearing impaired residential students.

In view of the above, it is my opinion, that residential schools choosing to continue emulation of public school curriculum models in the face of such drastically revised client population, risk being drawn into a rather tragic misuse of resources.

A tested curriculum model that can maximize resources toward present and long term needs of the average hearing impaired residential student is the Community Based Curriculum program. Initiation of community based programming could also be an ideal stepping stone toward developing a 24 hour education based program divided into social, employment, communication, etc., enclaves. This could be subdivided into specific tasks mastery groups to be offered within whatever time frame was deemed most advantageous to clients involved.

This program is currently being utilized for a small initial grouping at Georgia School for the Deaf and student progress in all ways has been impressive; that is, 50% to 100% gains in social manual academic ability. See level No. 1 and level No. 2 section 4.

1. Frequent review of actual hands-on mastery of cognitive, social skills within instructional groupings. This is especially true for any instructional section involving actual work, as federal law requires a student, (client), be moved from such area upon reaching IEP defined mastery.

2. Frequent evaluation of the student, "client," and parent, custodial persons, aspirations for future placement, and realistic appraisal of same.

3. Scheduling in and out of instructional groupings by need, rather than by any chronological class assignment.

4. Duration of instructional units determined strictly by what is determined to be the preferred length for securing mastery level within the specific unit, not due to necessity of fitting into any predetermined number of rotations within a given 8 hour period.

5. Systematic survey of past client current functioning level. This is necessary to assess viability of unit objectives with current needs of society, especially within the geographic service area.

Section 2: Linda Patton

Described initiation of community based curriculum in the Floyd County Georgia School System. Her presentation included slides of pupils in training and of former pupils at their jobs. Development of training sites, payment or lack of same, and development of administrative support for implimentation of the program. Specific student references were discussed to illustrate the direction and success of the Floyd County program.

Section 3: Loring Kirk

After describing the history and breath of services connected with the Cave Spring Vocational Rehabilitation Center, Mr. Kirk discussed criteria for development of objective and accurate evaluation for out-of-class

learning experiences.

Important characteristics of adequate performance standards elaborated on by Mr. Kirk included the following:

-It should enable the user to differentiate between acceptable and unacceptable results.

-It should present some challenge to the employee.

-It should be realistic.

-It should be a statement of the conditions that will exist and measure a performance element when it is performed acceptably, expressed in terms of quantity, quality of time, cost, effect obtained, manner of performance or method of doing.

Section 4: John Johnston

Discussion of application of community based curriculum programming to current residential schools was specifically outlined. The plan for a four level curriculum plan for the Georgia School for the Deaf secondary program was presented. This program is based on students being placed by realistic evaluation of potential functional needs at age 25, and of course by actual current function level.

The division of placement recommended were:

Level #1--Pre-sheltered workshop--social skills and job expectation awareness. Being on time, completing a task, etc.

Level #2--Supported employment--being able to complete satisfactorily part of a job.

Level #3--Fulltime job in-service related, non-tech area

Level #4--Pre vo-tech, college program

Ideally the four level curriculum plan would evolve into a genuine client centered 24 hour institutional educational program. This program is scheduled by enclave mastery units rather than courses. Teachers would have to accept a variety of work shifts to accommodate appropriate scheduling of enclave mastery units. Currently relevant mastery criteria

should be developed yearly by instructional staff.

New course descriptions, presenting academic skills within out-of-classroom contexts, should be developed by administrative personnel to facilitate grade number placement for sports and other interschool eligibility requirements.

The special cross grade challenge class would be utilized for the small number of students that could honestly be assessed as level 4.

The challenge group would be involved in challenge assignments utilizing actual work, "or interschool competition," in publishing, video production, computer functions design, and applied science.

Professional certification level work within the vocational department could also be considered.

Challenge class involvement should consist of at least two hour task periods. Evaluation of guidelines and deadlines, etc., would be by contract review and by the interdisciplinary group of teachers responsible for course management.

Summary:

Although the level four group of students are important, I feel major focus of resources in residential schools for hearing impaired should be toward the 90% of current client population follow within levels one and three.

It seems apparent that from a logistical point of view, most residenial school situations are "tailor made," for a community base curriculum plan.

A first step is a psychological denial action. Accept that "by current societal standards," you are no longer a high school for normal students, who happen to have hearing problems. You are a facility engaged in helping

disabled persons to improve significantly, their ability to enage in employment, or to function within the family, and community setting.

Current research suggests that when involved in hands on educational procedures fostered by the community based education curriculum concept, many students begin to develop academic capabilities far beyond what was thought to be their optimum.

The Georgia School for the Deaf was utilized as an inventory site example, typical of most residential schools for the hearing impaired for:

1) Specific site inventory info
2) Research reference sources
3) Course outline
4) Agency networks
5) For specific GSD recent developments, placements, contacts, etc., contact John Johnston, high school--Georgia School for the Deaf. Please be specific.

EDUCATIONAL INTERPRETING

Judy Heavner, Ph.D.
Program Specialist for Hearing Impaired
Tallahassee, Florida

A state model for improving interpreting services for hearing impaired students included:

* establishing a state Task Force on Interpreting in the Educational Setting,
* developing a technical assistance paper to serve as a model in establishing local procedures,
* writing of a Code of Ethics for Educational Interpretors,
* providing opportunities for improving communication skills, and
* developing an evaluation process for educational interpreters.

Interpreters, teachers, and administrators had many concerns about providing interpreting services for students. There were many questions about the interpreters' Code of Ethics, their responsibilities and duties, salaries, opportunities for improving communication skills, and opportunities for professional advancement. To address these concerns, the Bureau of Education for Exceptional Students established a Task Force to provide guidance in developing local procedures. The Task Force included interpreters, teachers, deaf consumers, a program coordinator, and a Florida Registry of Interpreters for the Deaf (FRID) representative. The Task Force discussed concerns shared by interpreters, administrators, and teachers and developed a technical assistance paper responding to these concerns. **The Technical Assistance Paper: Interpreting in the Education Setting** included:

*Definitions,
*Roles and Responsibilities,
*Physical Factors and Preparation,
*Inservice Guide,
*District Level Evaluation,
*Job Descriptions, and
*Appendixes.

The appendixes included state and national resources, sample fee schedules, sample job descriptions, Florida Code of Ethics for Educational Interpreters, and information on the Florida Educational Interpreter Evaluation Process.

Educational interpreters were very concerned about discussing students' participation in class activities and assuming responsibilities other than interpreting. To address these concerns the Florida Code of Ethics for Educational Interpreters was developed. The Code of Ethics for Educational Interpreters and the **Technical Assistance Paper: Interpreting in the Educational Setting** emphasizes the importance of interpreters being active members of the educational team. A copy of the Florida Code of Ethics for educational interpreters is in the appendix of the **Technical Assistance Paper: Interpreting in the Educational Setting.**

To assist interpreters and teachers in improving their communication skills, the Bureau co-sponsors week long summer institutes for educational interpreters and teachers. The institutes are funded by the Bureau, a community college, and a grant for Interpreter Training for the Deaf from the U.S. Rehabilitative Services Administration. A state university provides the classroom facilities. Throughout the school year, the Bureau staff works with public school programs and state association to provide additional opportunities for interpreters and teachers to improve their communication skills.

Included in the interpreters concerns, was the need for an evaluation process that evaluated their communication skills on content and situations pertaining to their responsibilities in the educational setting. The Bureau staff, public school personnel, and respresentatives from state associations participated in a FRID sponsored Steering Committee to develop the Educational Interpreters Evaluation Process (EIE). The EIE includes a written test that addresses the Florida Code of Ethics for Educational Interpreters and test of expressive and receptive communication skills. There are three skill levels, with level III being the highest level. The videotapes used in the evaluation represent situations in educational setting, and the participants represent elementary and secondary students. The evaluation is given several times a year in various parts of the state.

Interpreters, teachers, administrators, universities, and state associations, working together have implemented a state model for improving interpreting services for hearing impaired students.

PREPARING DEAF STUDENTS FOR COLLEGE
What Parents and Teachers Can Do

By Dr. Susan R. Easterbrooks
Associate Professor

Director Postsecondary Program for Sensory Impaired
Jacksonville State University

Jacksonville State University has for the past four years provided support services for sensory impaired individuals who wish to attend college. The information gleaned from the literature in the area of postsecondary support as well as evidence from four years of experience is described herein for the purpose of informing interested individuals of the potential pitfalls which most deaf students will face as well as practical suggestions for reducing the chances of these occurring.

DEFINITION OF POSTSECONDARY EDUCATION

In general in the literature, postsecondary education is considered to be anything in which the individual engages after high school. This includes vocational and technical school, colleges, graduate programs and universities, and continuing education. The most prevalent of these programs for hearing impaired individuals are the vocational and technical schools. Many of these vocational schools provide support services for this population.

Continuing education is becoming more and more popular among the deaf population as many deaf adults graduated from high school before services at the postsecondary level were available. These individuals are now in mid-career and are raising families so are unable to return to an academic environment full-time. In addition, with today's changing work environment, retraining and upgrading of skills are essential.

Support at mainstream colleges and universities has in the past been very sparse.

NEED FOR POSTSECONDARY EDUCATION

At the Third Biennial Conference on Postsecondary Education of the Hearing Impaired which was held in Knoxville, Tennessee, in April of 1988, demographer Ken Nash from NTID outlined the changing features of the work force which will influence employ-ability of the hearing impaired in the years to come. Clearly, the population of the United States is changing; therefore, how we as teachers prepare our children for the future is going to be critical. Some factors Dr. Nash mentioned are these:

a) Since 1972, the fertility rate has been below replacment level. It is 1.7 children for white, 2.3 for blacks, and 2.9 and rising for Hispanics. Minorities will soon be in the majority.

b) Twenty two percent of all six year olds today live below the poverty level. Issues surrounding the English Language are going to become greater and greater as bilingual individuals from impoverished environments bring these problems in greater numbers to the schools.

We are already seeing the impact of the above in colleges today. Combining first generation college attendees with blacks, non-English speaking individuals and handicapped individuals, the minority student is now the majority on most campuses.

The trend in the future will be for a small number of well-off, well-educated individuals to have their pick of jobs while a large number of poor and poorly educated individuals fight for the lower level positions. For this reason, GOOD LANGUAGE SKILLS are going to become even more critical and will become a key variable in separating well educated individuals from poorly educated individuals. Further, jobs of the future are changing. The fastest growing area is that of human services, which require good communication skills. Jobs traditionally held by hearing impaired individuals are actually on the decline. Language skills will become even more and more of a problem.

The implication of the demographics is clear: We must improve our students' communication skills so they can get in college, can stay in college, and can get jobs which are less likely to become obsolete. Parents and teachers must begin NOW to foster a desire to attend college and the independence and language skills necessary to handle it.

LEVELS OF FUNCTIONING OF INCOMING DEAF FRESHMEN

The typical hearing impaired young adult who has entered our program in the past four years is functioning across the board at around the level of his or her 13 year old hearing

counterpart. This diminished level of maturity is noted in individuals from all program and communication options. We have served students from urban and rural mainstream programs and from day and residential institutional programs from four different states and the patterns remain consistent from student to student to student. Levels of functioning around the early teen years are consistent across all areas from vocabulary and syntax to reading, immature perspective-taking, moral development, and awareness of occupational choices.

A modified version of the Peabody Picture Vocabulary Test-Revised was given to all the students. The target vocabulary item was signed, gestured where appropriate, spoken, and shown in print to maximize the likelihood that the concept would get across to the individual through one of the modalities. Some might express concern that this is inadequate to get the concept across and that students might perform better given different instruction, however, this would receive in the academic classroom, so it may be viewed as a good indicator of how much the hearing impaired individual is gleaning from his professor. Unfortunately, with even the best efforts at presenting the concept, the HIGHEST age equivalent score attained by any of the students was 12 years 9 months. This evidence supports our contention that the average individual who enters as a freshman is functioning in the early teenage range.

The Test of Syntactic Abilities was given to most of the students. Interpretation of scores was modified for use by the program based on our actual experiences. We have found that if

an individual gets less than 75 percent of the items in each of the categories, then he or she will be unable to manage college level material. In only one case was there an exception and this individual was more than 15 years older than the average incoming freshman.

The Reading Comprehension subtest of the Kaufman Test of Educational Achievement was given to most students. Experience has shown us that an individual must have at least a grade equivalent score of middle to late sixth grade or he will rarely make it past the first semester. Few of the students tested had reading scores much beyond the sixth grade. All those students who had reading scores less than this have dropped out, flunked out or transferred to Gallaudet or to a vocational or technical school.

Selman (1976) outlined six levels of perspective-taking which are developmental in nature and through which all individuals mature. The EGOCENTRIC LEVEL is the first level, occurring around two to three years of age. In this level, the child does not recognize that another individual may interpret the same social event or course of action differently from the way he or she does. The child in the SUBJECTIVE LEVEL begins to understand that other people's thoughts and feelings may be the same as or different from his own. In the SELF-REFLECTIVE LEVEL the child recognizes that other people view subjects from different perspectives. This level occurs somewhere around the fourth and fifth years of life. He is VERY aware of and concerned about what other people think or say about him. His feelings are easily hurt.

All issues are either black or white. Our staff has subjectively identified about one-quarter of the incoming freshmen to be in this level. Most of the deaf students in our program seem to fall within the THIRD PERSON DYADIC LEVEL where one is capable of infinite regress; that is, the individual may be heard to say such things as, "He said that she said that I said that you said that you don't like my hair so I'm mad at you." This level of perspective taking is generally associated with individuals up to 12 years of age. While on the one hand this level is desirable as a minimum, it poses problems as a maximum and most of our students fall within this level. Minimally, the level allow students to take a third person's point of view. Academically this is essential since the ability to understand history, sociology, and literature, to name a few, are dependent upon third person perspective-taking. Unfortunately, however, the individual who gets stuck in this level often attributes thoughts and feelings to another person and thus functions immaturely socially. The QUALITATIVE SYSTEMS LEVEL is the level where individuals begin to accept the gray areas of reality and can compare and contrast different perspectives. Beginning after 13 years of age, this level is characterized by the individual's ability to recognize that mutual perspectives occur at many levels. It is assumed that the college level student has the ability to deal at this level of abstraction, but experience has shown us that most of our students fall within the previous level, adding further evidence to our contention that the average incoming deaf

freshman is functioning academically, socially, and emotionally somewhere around that of his sixth or seventh grade hearing counterpart.

Kohlberg and Hersh (1977) outlined three levels and six stages to moral development. The PRECONVENTIONAL level is comprised of Stage 1 and 2. Preconventional children are responsive to cultural rules and labels of good and bad. They interpret rules in terms of consequences meted out by those who wield the rules. Stage one has a Punishment and Obedience Orientation during which the child has no conception of underlying moral issues. They obey because someone bigger tells them to do so. The Stage two child follows an Instrumental-Relativist Orientation which requires that good begets good and bad begets bad. These two stages last until around the fifth year of life. In the CONVENTIONAL LEVEL loyalty to family or group, maintaining the status quo, and conformity for its own sake reign. Stage three in this level follows a Good Boy/Nice Girl Ethic whereby behavior becomes judged by intention. This stage generally runs from five to seven years of age and is replaced by the Law and Order Orientation of Stage four which continues until around eleven. Maintaining social order and doing one's duty are of paramount concern. Level three is the POST-CONVENTIONAL LEVEL. Stage five, running from 11 to 14 years of age is the Legalistic/Orientation stage. The individual in this stage is capable of looking at the rights of the individual within the context of the larger society. Most of the students who have entered the program at Jacksonville appear to be

functioning in stage four where rules are rules and we follow them because they are there. Some individuals appear to be able to debate issues pertaining to stage five, but these individuals are few. Stage six or the Ethical Principles Stage is the most advanced, requiring the individual to understand that principles are logical, universal and consistent. That most of our students deal with crises and problems from a viewpoint of expendiency excludes them from this group.

One final theory upon which we have developed our contention, that deaf college freshmen function at an educational, social, and emotional level below their hearing counterparts is that presented by Ginsberg (1951). Ginsberg studied the stages of development of occupational choice and delineated three major types of choices. The reason this theory is pertinent to the college level deaf individual is that this is what college is all about. Granted, the typical hearing college freshman changes majors with frequency, but the hearing impaired individual makes his choices and changes them based on information and feelings for the most part at a lesser level. Ginsberg calls his first level the level of FANTASY CHOICE in which children from six to eleven years are engaged. Career choices are based on fantasy experiences such as those of community roles (fireman, policeman), television roles (Superman, Wonder Woman), and interest roles (train engineer). Surprisingly, some of the entering freshmen, when questioned about their intended careers and majors described roles in this level. One young woman wanted to pursue a degree in criminal justice because she wanted to be a crossing guard

and one young man wanted to pursue a degree in engineering because he wanted to drive trains. Most students had very little understanding of what a degree is all about. When questioned about his degree choice, one young man asked "What do you mean by a degree? Like 60 degrees or 70 degrees?" The next level is that of TENTATIVE CHOICES which occurs in the normally developing individual from around 11 to 15 years of age. During this phase, the individual is eliminating alternatives. Tentative choices are either peer oriented, unrealistic or possibly realistic. A peer oriented choice is one which everyone thinks of typically when exploring careers (doctor, lawyer, Indian chief). Some choices are unrealistic. One of our students, a female who weighed 280 pounds, wanted to become an astronaut. One student wanted to become an actuary because she had been told that they make a lot of money; however, she did ot know what an actuary does and she was particularly poor in the area of math skills, which are required for that career. Most of our students entering choice for a career is computer programming, but few realized what is involved and after some exploration, change this decision. Some students are making realistic choices. These seem to be the students who have had some work experience during their high school years. In the final level students make REALISTIC CHOICES. This occurs as the child transits from the middle teenage years to young adulthood.

Based on our students' academic performances, their social-emotional levels, and their career choices, we feel that the

average entering freshman is functioning at a level similar to his much younger hearing peers. This poses serious problems as the immature individual attempts to deal with issues and problems which require a more mature perspective.

TYPICAL CHARACTERISTICS OF MOST STUDENTS

This section is written not from the perspective of the deaf students themselves but from the perspective of what we as case managers and counselors face on a day in day out basis. The attitudes and problems repeat themselves with great predictability.

1) Students coming from the institutions have very poor grammar skills and low vocabularies, but comprehend fairly well in sign and with tutoring. For the most part they are not successful unless they receive a great deal of outside tutorial help. Just having classes interpreted for them is not sufficient.

2) Students coming from the mainstream have slightly better grammatical skills but equally poor vocabularies. Many are incapable of following a lecture because they are poor lipreaders, do not know sign language, or have learned from years in mainstream secondary schools that, as long as they look as if they are paying attention they will get by and someone will explain the information to them. We say that these students have an "attending posture" but retain little from lectures. This group also requires a significant amount of direct tutoring.

3) Almost all the incoming freshmen are very irresponsible. They have poor study habits. Many report that they NEVER had homework in high school and most report requirements outside of class to have been minimal. The amount of outside work required in college comes as an absolute shock to most of them.

4) Many students seem to bring their parents to college with them; that is, they call home a lot and whine about how hard school is and how mean people are to make them work so hard. Gallaudet University refers to this as "the bitch factor." In addition most are extremely poor money managers and are always calling home for more. One young man literally brought his mother to school during freshman orientation to help him wash his hair as he had never done this for himself before.

5) All students do not realize how hard they will have to work. As a general rule of thumb, for every hour spent in class the student can expect to spend three hours in outside work; therefore, for a 12 credit semester load, the student can expect to spend 12 hours in class and 36 hours outside of class studying and doing assignments. The student who spends less time usually is failing by mid-semester.

6) The students do not realize that they will have to work harder than their hearing peers. Often we hear, "But my roommate never studies" or "The other kids never go to the library." Our students have to work harder for a number

of reasons. They are unaccustomed to studying and must learn how. They are hearing impaired and have to work harder to overcome the communication barriers. Most of them receive support from vocational Rehabilitation Services and must maintain a "C" average to maintain their support.

7) The students want outside help when THEY want it, not when it is available to them. The staff has regularly scheduled tutorial hours available at flexible times to meet the needs of the students, yet, a student will become angry and complain that we are not giving them enough help when we are unable to go to their dorms at night or when we refuse to allow them into our homes on a Sunday when their papers are due on Monday.

8) Few students have any notion of what they want as a major. It is critical that they explore this issue long before entering college so they do not waste their time. VRS supported students must complete their programs within eight semesters after which they must pay their own way. One or two changes in major can put graduation off up to a year.

9) The most crucial element in the students' satisfaction is their loneliness. Students from the mainstream and institutions alike have problems in making friends among the hearing students on campus. In more cases than not, when a student leaves college it is for social and emotional reasons rather than academic ones. Based on the information presented earlier that the average incoming freshman is functioning socially

and emotionally like his 13 or 14 year old hearing counterpart, it is not unexpected that this will happen. Place a hearing 13 year old in college and he will make inappropriate choices and have trouble making friends as well.

WHAT PARENTS AND TEACHERS CAN DO TO HELP

Although the problems described above are significant, they may not be insurmountable if parents and teachers work together at early enough ages to make the needed preparations. Be realistic about college. Not everyone is meant to achieve a college degree and even the most committed have problems.

The suggestions below are viewed by the staff in our project the minimum effort necessary to equip deaf students for college. Clearly, the better they are prepared, the better they will perform and the more satisfying their experience will be.

1) Expose your students to literature. We read children's stories with deaf children when they are little and need to continue this all the way through their educational experiences. Go to the local library and ask for graded lists of recommended literature. Have the students read at least two a year from start to finish, tearing each book apart sentence by sentence. However, don't stop here. READ as many of the other books on the list to them as possible. Read them, explain them, act them out, and in any way possible make the material available to them without burdening them with the barriers of their poor reading skills. In order to understand much of college

level material an individual must be able to view information from a third person's perspective. The best way to familiarize a student with a multitude of differing opinions is to share the problems, perspectives, and ideas of characters from literature with them. This will broaden their experiential base, help them see different ideas, and help them gain a better perspective on the multiplicity of possibilities in handling situations.

2) Require that students in high school do a minimum of two hours of homework in the evenings and four to six hours on the weekends. Be sure to give them realistic assignments, not just busy work. The student who is unaccustomed to studying independently will more than likely fail in college.

3) Explore careers with the students. We have found that individuals who have held after school and summer jobs are much more realistic about careers and majors and much more serious about studying.

4) Prepare your students to manage their own money. Daily we have students coming to the office because they have used up their allowances and have no money for food for the next two weeks or who need to purchase materials for a project but spent their money on a big weekend instead. Most students come to us assuming that we will make all the financial arrangements for them for their dorms, meal tickets, books, etcetera, and even expect us to be able to bail them out in a pinch for spending cash.

5) Encourage your students to become aware of current social trends. Some of our students are real "nerds" for lack of a better term. This may be due to overprotection from the family or school or a general lack of observational skills. Students do much better socially when they blend in with their hearing peers in terms of dress, hair style, and demeanor. For example, if hearing students routinely give "the high five" upon greeting one another, then teach this to your deaf students.

6) Give your students plenty of guided experience in meeting and interacting with hearing peers. If they have not become comfortable with this in high school, then they will not be able to do so in college.

7) Visit colleges in the students' junior year. Explain fully what a college degree will do for them and what will be expected of them. Once they are motivated to attend college you will have a year to work on the ideas listed herein.

8) Have your students talk with deaf individuals who have been successful in college. Be sure you choose as a role model an individual who has been successful or you may get some advice you were not expecting.

9) Encourage your students to find summer jobs. This will help expose them to possible careers as well as awaken them to the lack of opportunities available to the individual without an education. We have found that the more an individual has worked before coming to college, the more serious a student he is.

10) Require your students to keep journals and to write in them everyday. College level work involves an incredible amount of writing and most deaf students avoid this like the plague. Daily journals get them accustomed to writing and help them put their thoughts on paper. They are also a good source for noting vocabulary and grammar deficiencies which should be remediated.

11) Prepare your students to be able to make choices. Often it is not so much that a student will make a poor choice as it is that he just does not know how to go about making a choice. Weighing pros and cons and thinking a set of options through to its possible outcomes takes practice. Unless a student has had practice in making choices then he will do so based upon what other people tell him to choose, what seems easiest at the time, or what provides the most instant gratification. Most of the students who come to us are unaccustomed to making choices. When required to do so, they will either freeze and become upset or will "go hog wild" and engage in a series of seemingly random activities. College is full of choices from the simple such as what to choose from the cafeteria line to the complex such as what to major in or how to break away from a group of friends with which you really do not want to be involved.

12) Explain your students' audiograms to them. Many of our students have never seen their audiograms and have never had them explained to them. Every year we must counsel a group of individuals who have become very upset because for the first time somehow has told them the truth about their loss. This is especially true of the students from the mainstream. Upon learning that she had had a severe to profound hearing loss all her life, one student commented that she was greatly relieved because her whole life she had been told by her family that she had "just a little bit of a hearing problem." Tearfully she admitted to being a little bit depressed but also expressed great relief stating that she finally understood why things had always been so hard for her.

13) Work on vocabulary, vocabulary, vocabulary, and then vocabulary. This is extremely important. One student who was a very bright young man with a high IQ and a lot of motivation was struggling in his accounting course because, although he had worked after school for years, he had never run across the term "earn" before. It is no exaggeration that the average incoming college freshman has a vocabulary similar in range to his nine to twelve year old hearing counterparts. Get hold of the vocabulary lists in basal reading texts from first through sixth grade first and cover these in depth. Purchase a children's encyclopedia and cover the vocabulary here. Contact a English professor at a local university and ask for the basic word list

required of students in the remedial English courses. Go to your library and ask the librarian to give you a reference book with the ten or twenty thousand most commonly used words in the English language. Have your students read the newspaper and underline all the words with which they are unfamiliar then explain these. Watch television together and pick out words with which you feel your students may be unfamiliar. Read literature from recommended literature lists and question your students on relevant vocabulary. We cannot stress enough the seriousness of the problem we face with the vocabulary deficits of the average incoming freshman.

As previously mentioned, a college degree is not for everyone. It takes a great deal of prior experience, excellent reading skills, good knowledge of vocabulary, and a real commitment on the part of the student. It is hoped that this presentation has made the listener/reader more familiar with issues which will face the incoming deaf college freshman so that these students' college experiences will be maximally beneficial.

REFERENCES

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Kohlberg and Hersh

Nash

Selman

WHAT DOES LRE MEAN?

By Sy DuBow/Legal Director
Gallaudet University

One of the goals of the Education for All Handicapped Children Act (Act) is that handicapped children are educated with nonhandicapped children "to the maximum extent appropriate."[1] The concept of educating children in the least restrictive environment (LRE) has provoked more controversy and confusion than any other issue in special education. As the Commission on Deaf Education (Commission) found: "Parents, deaf consumers, and professional personnel of all persuasions have, with almost total unanimity, cited LRE as the issue that most thwarts their attempts to provide an appropriate education for children who are deaf."[2]

"CORE VALUE"

Part of the reason for this discontent has been the extremist position taken by the U.S. Department of Education (DOE) on the implementation of LRE. The Department of Education has enforced a policy based upon the philosophical premise that LRE is the "core value" of special education. On January 8, 1985, Assistant Secretary of Education Madeleine Will stressed her commitment to LRE:

> Education in the...[LRE] is what I envision as the last barrier to full implementation of Public Law 94-142. This concept is becoming the cornerstone upon which federal special education policy is being built. It certainly is the core around which my own beliefs about special

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[1] 20 U.S.C. §1412(5).

[2] Toward Equality, The Commission on Education of the Deaf, p.25 (Feb. 1988).

> education have evolved in terms of early childhood programming, school age programming, transition services and adult services. In my own mind all have evolved with the concept of least restrictive environment as the core concept.[3]

DOE's emphasis on LRE as the "core value" has turned a congressional preference into a requirement. DOE's position has been made clear to state and local education administrators through compliance reviews, monitoring, and manuals.

The initial absolutist position of DOE was met with a chorus of concern by parents, professionals in deaf education and deaf consumers. They perceived the LRE focus as a threat to specialized deaf programs. DOE attempted to assure these groups there was still some place for specialized and residential programs for deaf children. Assistant Secretary Will acknowledged: "In some cases, separate environments have been recognized as the least restrictive for some individual children. We recognize that inherent in a free appropriate public education is a continuum of services, including separate facilities, both public and private."[4] However, DOE continues to emphasize LRE as a primary consideration in placement decisions.

DOE has enforced the "core value" concept with a zeal reminiscent of the movement for deinstitutionalization of mental patients. In both cases the previous practice had been to place

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[3] Toward Equality, at p.26.

[4] Ibid at 33.

disabled people in separate environments--too often "out of sight and out of mind". In the mental health area, litigation to provide treatment in the least restrictive environment led many states to open the doors of their institutions and empty their patients into the community. The concept was to move mental patients toward the community by placing them in unrestricted settings such as group homes, where they could become more self-sufficient and independent. To be successful, this concept requires community resources. Where there was a carefully thought-out movement from the institution to community support services, there was success. Where there was indiscriminate dumping, there was and is failure. Many legislators and administrators thought they could both achieve the lofty goal of integration into society and the economic goal of saving costs. Because it is expensive to maintain institutions, decision-makers had a real incentive, in an era of tightening budgets, to support massive deinstitutionalization. The failures of indiscriminate deinstitutionalization are seen every day among the homeless in our large cities.

CONGRESSIONAL INTENT

Similarly, handicapped children were segregated and kept out of regular public education systems. Senator Robert Stafford (R Vt.), one of the original sponsors of the Education for All Handicapped Children Act of 1975, pointed out that Congress "had a view of integration with non-handicapped children as the governing principle,

especially where there is clear evidence that just the opposite was what was occurring in the past."[5] Congress put in a preference for integration by requiring in Section §1412(5) of the Act that states establish:

> [P]rocedures to assure that, to the maximum extent appropriate, handicapped children, including children in public or private institutions or other care facilities, are educated with children who are not handicapped, and that special classes, separate schooling, or other removal of handicapped children from the regular educational environment occurs only when the nature or severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.[6]

Senator Stafford explained that Congress realized integration might not be possible for many handicapped children. He stated: "We recognized, [however,] that there are many instances when it would be harmful to a handicapped child to force him or her into a regular classroom situation. (see HR Rep. No. 94-332, 94th Cong. 1st Sess. 9 (1975)). This is a decision which should be reached during the construction of the individualized education plan." [7]

Chief Justice William Rehnquist speaking for the majority of the Supreme Court in the Rowley case, interpreted the Act in the same way:

Despite this preference for 'mainstreaming'

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[5] Stafford, Education for the Handicapped: A Senator's Perspective, 3 Vermont Law Review 71 at 76 (1978).

[6] 20 U.S.C. §1412(5).

[7] Stafford, at 76.

> handicapped children--educating them with non-handicapped children--Congress recognized that regular classrooms simply would not be a suitable setting for the education of many handicapped children. The Act expressly acknowledges that the "nature or severity of the handicap may be such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. The Act thus provides for the education of some handicapped children in separate classes or institutional settings.[8]

The Regulation implementing the Act reinforces this individualized approach to a placement decision. The Regulation states: "The overriding rule in this section is that placements must be made on an individual basis. The section also requires each agency to have various alternative placements available in order to secure that each handicapped child receives an education which is appropriate to his or her individual needs".[9]

By using this language, the Department of Education has acknowledged that alternative placements, including residential placements, must be made available. However, DOE considers the continuum of alternative placements to be a cascading hierarchy from regular classroom to segregated residential institutions. A residential placement is viewed as the most restrictive environment, with the assumption that it is also the least desirable placement for a handicapped child. The Commission on Deaf Education suggested that

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[8] Hendrick Hudson Central School District v. Rowley, 458 U.S. 176 at 181 n. 4 (1982).

[9] Comment to 34 C.F.R. 300.552.

one way to avoid this interpretation is to view alternative placements as a circle, in which placement is chosen on the basis of individual need.

It is difficult to avoid DOE's hierarchy of placements, since it is based on the congressional mandate that handicapped children should be educated with non-handicapped children to the maximum extent appropriate. What DOE misses is the balancing emphasis on whether or not a handicapped child will receive an appropriate education satisfactorily in a setting with non-handicapped children. This assessment can only be made by looking at an individual child's educational goals, some of which may be achieved only in specialized programs. A child's overall educational program includes language development, social/emotional development, peer interaction, availability of handicapped adult role models, specialized vocational training and counseling and a host of other factors in addition to basic academic skills. For a deaf child, an appropriate education may well require educational resources that are only available in specialized programs.

FEDERAL COURT INTERPRETATIONS OF LRE

The federal courts have provided some guidance on how to analyze LRE when making placement decisions. However, there is no clear black-and-white rule. Judges' decisions on placement often turn on the individual facts in the case before them.

The federal appeals court decision in Roncker v. Walter is most

often cited for its discussion of how to evaluate LRE. A majority of that appeals panel stated:

> In a case where the segregated facility is considered superior, the court should determine whether the services which make that placement superior could be feasibly provided in a non-segregated setting. If they can, the placement in the segregated school would be inappropriate under the Act. Framing the issue in this manner accords the proper respect for the strong preference in favor of mainstreaming while still realizing the possibility that some handicapped children simply must be educated in segregated facilities either because the handicapped child would not benefit from mainstreaming, because any marginal benefits received from mainstreaming are far outweighed by the benefits gained from services which could not feasibly be provided in the non-segregated setting, or because the handicapped child is a disruptive force in the non-segregated setting. Cost is a proper factor to consider since excessive spending on one handicapped child deprives other handicapped children. See Age v. Bullitt County Schools, 673 F.2d 141, 145 (6th Cir. 1982). Cost is no defense, however, if the school district has failed to use its funds to provide a proper continuum of alternative placements for handicapped children. The provision of such alternative placements benefits all handicapped children.[10]

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[10] 700 F.2d 1058 at 1063 (6th Cir. 1983), cert. denied, 464 U.S. 864 (1983). EHLR 554:381, at 384 (6th Cir. 1983).

In this particular case, a severely mentally retarded student was placed in a special classroom in a regular school rather than in a separate school for the mentally retarded.[11]

Another appeals court has adopted the Roncker analysis of LRE, but reached an opposite result. In A.W. v. Northwest RI. School District[12], the appeals court refused to pull a teacher out of a residential program to teach one mentally retarded student in a regular school. The court found that cost was a legitimate factor for the school system to consider and that the state could allocate scarce funds among as many handicapped children as possible. The appeals court held that §1412(5) "significantly qualifies the mainstreaming requirement by stating that it should be implemented 'to the maximum extent appropriate' and that it is inapplicable where education in a mainstream environment cannot be achieved satisfactorily."[13]

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[11] The dissenting judge in Roncker disagreed with that interpretation of the Act and wrote:

> [The Act] does not require that classrooms for the severely mentally retarded, such as Neill Roncker, whose only interaction with non-handicapped children is to observe them, be located in the regular elementary school. Rather, this section is directed to the handicapped child who can spend some time in the regular classroom if given special aids or assistance.

EHLR 554 at 386.

[12] 813 F.2d 158 (8th Cir.) (1987), cert. denied, 108 S.Ct. 144 (1987), EHLR 558:294 (8th Cir.) (1987).

[13] 813 F.2d at 163, EHLR 558 at 299.

Another federal court of appeals took a different approach. The Third Circuit in Gei[illegible] v. Bd. of Education, (1985), found that in determining LRE, consideration must be given to the particular handicap. For some pupils a residential placement may be the least restrictive.

> As to the requirement that handicapped children be placed in the least restrictive environment possible, we believe that this determination must include consideration of the particular handicap a student has. The regulations . . . specifically provided that a pupil was to be placed in "the least restrictive environment in view of the pupil's particular educational handicap." . . . (emphasis added). Current regulations make it even more clear that the goal of placing children in the least restrictive environment does not trump all other consideration: "Such a setting [the least restrictive environment] is selected in light of a pupil's special education needs." . . . For some pupils a residential placement may very well be the least restrictive. Considering S.G.'s language problems, for example, the district court could conclude that a residential placement where sign language is used is the least restrictive environment.[14]

DECISIONS ON LRE AND DEAF CHILDREN

Several other federal court and administrative due process decisions have weighed the role of LRE in a placement decision for a deaf child. If both the local public school and the residential school provide qualified teachers and a program that can benefit the deaf child educationally, courts and hearing officers often find the local school placement to be appropriate since it meets the LRE

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[14] EHLR 557:135 at 140 (3rd Cir.) (1985).

preference of the Act. A classic example of this is the decision in Springdale School District v. Grace.[15]

In this case a profoundly deaf child, Sherry Grace, had been from ages 4 to 6 in an oral hearing-impaired program where she made little or no progress. She was then placed in the State School for the Deaf in Little Rock, Arkansas, where she made significant progress in both her academic and social skills. She developed language skills through sign language and was developing both her confidence and communication skills. After 3 years, her parents moved away from Little Rock and enrolled her in the rural school district where they were then residing. The local school district wanted the child to remain in the state school, which all agreed was the best program for her. But the parents wanted her close to home. They requested their school district to provide a certified teacher of the deaf to teach Sherry in a one-on-one situation for all her academic classes. She would have contact with non-handicapped children for physical education, library and possibly classes in music and art. The hearing officers and courts all found that while she could possibly reach her full potential at the state school, the law did not require the best placement----only an appropriate one. With a certified teacher of the deaf, Sherry could benefit educationally from her classes at the local school and also have contact with non-handicapped children (which she could not, at that time, at the state school). The LRE preference

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[15] 693 F.2d 41 (8th Cir. 1982).

tilted the decision in favor of a local placement. The Eighth Circuit Court of Appeals disregarded the argument of the local school that it should not be required to provide a local placement at greater cost when the state already had an appropriate program at the state school. The court held that cost was not a controlling factor in light of the LRE provisions of the Act. In light of the Eighth Circuit's recent decision in A.W., cost may now be a significant factor. An interesting epilogue to this case is that Sherry Grace in her teenage years returned to the Arkansas School for the Deaf. This is consistent with the Commission's findings that students between the ages of 14 and 18 are now much more likely to move from local schools to special schools than the reverse.

In another federal court decision, a judge found that the appropriate placement for a deaf child was the Virginia School for the Deaf and not the local program favored by the parents[16]. The Court held that because of the child's severe language deficiency, the state school was the only appropriate placement. The Court concluded that even with the use of supplementary aids and services, her education in regular classes could not be achieved satisfactorily. She needed a 24-hour total immersion program where she would have a number of deaf peers and be in a learning environment every part of the day.

Language acquisition is a critical factor in evaluating a residential placement. A federal judge in Pennsylvania also found

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16 DeWalt v. Burkholder, EHLR 551:550 (1980).

that a deaf child with a severe language deficiency needed a 24-hour total immersion with other deaf persons. The judge colorfully pointed out:

> Championship prowess will sooner be attained if she concentrates on intensive training and learning to swim before she plunges unprepared into the turbulent mainstream. When her strokes are stronger, she will be able to make better headway in the water.[17]

Recently, another federal judge in Pennsylvania reached the same conclusion and relied in part on the findings of the Commission on Deaf Education. In Visco v. School District of Pittsburgh, a federal judge found that a private placement was appropriate for two deaf children, rather than a local hearing-impaired program. The Court stated:

> Mastery of language skills is vital to an adult in our society. The program at DePaul allows a hearing-impaired youngster to enter the tenth grade as any other pupil. It makes no sense to move Jennifer and Rene, risking loss of fundamental language skills which will prepare them for 10th grade, with the only possible benefit being several years of "mainstreaming": the benefits of which the Commission on Deaf Education has placed in serious doubt. Mainstreaming that interferes with the acquisition of fundamental language skills is foolishness mistaken for wisdom. This court firmly believes it is far better to prepare the handicapped to function in society as ordinary adults via special schools such as DePaul, rather than mainstreaming a youngster now with the possibility of producing an adult who might have to rely on social services later because he

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[17] Grkman v. Scanlon, 528 F.Supp. 1032 (W.D. Pa 1981), 3 EHLR 553:508 at 511 (1981).

> or she cannot communicate effectively. Nescient educational mainstreaming defeats the very purpose for which mainstreaming was conceived. The ultimate goal is to adequately prepare individuals for the mainstream of life.
>
> The instant case poses a particularly compelling illustration of this because Jennifer has only 2 years to go at DePaul and Rene has 4: after which, both Jennifer and Rene will be able to enter high school as any other 10th grader. To interrupt their studies with a different method of teaching in order to "mainstream" Jennifer and Rene for such a short period of time is definitely not worth risking the acquisition of language skills both children need to function as high school students as well as adults in society.[18]

Social and emotional needs are also controlling factors supporting a residential placement. In a California case,[19] the state hearing officer decided that a residential placement was necessary when the student's most important needs, of overcoming social and emotional difficulties, were not met at the public school. Although the deaf student could get appropriate academic training in either placement, her Individualized Education Program (IEP) required provision for social interaction and communication to address her emotional needs. The hearing officer found that to accomplish this goal she needed a large circle of deaf students and deaf role models in an environment she could fully understand. The hearing office concluded that the residential placement could meet this critical IEP

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[18] Civil Action No. 84-1377 (April 28, 1988).

[19] In re: Mt. Diablo Unified School District, EHLR 506:108 (1983).

goal.

CONCLUSION

The Education for All Handicapped Children Act, its Congressional intent and Regulation, and court decisions recognize that LRE is a preference. But LRE is not the "core value" of special education, as DOE insists. It is secondary to the paramount goal of the Act to provide an appropriate education that meets the unique needs of each handicapped child decided on through an individualized process. As a recent federal court of appeals has stated:

> [C]ourts . . . have determined that the Act's mainstreaming preference be given effect only when it is clear that the education of a particular handicapped child can be achieved satisfactorily in the...mainstream environment.[20]

It would be illegal to place all deaf children in residential schools, or to place all deaf children in regular schools. The overriding rule, as the Department of Education's own regulation stresses, is that placement decisions be made on an individual basis. The above discussion shows that residential schools should be and are a viable, legal option.

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[20] Lachman v. Illinois State Board of Education EHLR 441:156 (7th Cir. July 13, 1988).

"Debugging the Human Computer: Instrumental Enrichment"

By Mary Jo Johnson
North Carolina School for the Deaf

How would your work with hearing impaired students change if these students:

---regularly restrained their impulsive behavior?
---planned their work?
---knew how to follow a model?
---used correct labels in discussions?
---had high standards for preciseness in their completed work products?
---transferred classroom learning to new situations?

There is a curriculum designed to achieve all of these. Instrumental Enrichment (IE) is a three year cognitive skills program. It is made up of fourteen separate instruments, or broad units of work. Each of these focuses on remediating particular cognitive deficiencies, and lessons within the unit are of graduated difficulty. Instruments are content free with the focus on teaching students how to problem solve.

Perhaps the best way to describe the Instrumental Enrichment program and how it is implemented at the North Carolina School for the Deaf is through a question/answer format. I'll pose questions I think you may have, answer these, and close by demonstrating a sample lesson.

First, what are the goals?

The overall goal is to teach students how to learn. This involves teaching them to learn from direct exposure to the environment, teaching skills and strategies for thinking, analyzing, and problem solving.

In addition, there are a number of subgoals:

1) remediating cognitive deficiencies
2) teaching concepts, operations, relationships

3) building an intrinsic need system through habit formation; for example, the need to compare, to analyze, to check work
4) developing students' insights into their own thought processes
5) creating task intrinsic motivation (the joy of "licking" these tasks)
6) helping students perceive themselves as active generators of knowledge; developing a sense of competency

Who is it for?

IE was designed for use with low achieving 10 to 18 year olds. In our experience at NCSD, students who begin IE as seventh graders are most successful.

How is it taught?

IE is taught in fifty minute periods, three to five times a week. There is an introductory discussion of about ten minutes. Students work independently for approximately twenty minutes completing the tasks on the page. This is followed by ten minutes of discussion and development of insight. The teacher and students discuss solutions, and analyze difficulties. "What strategies did you use? Which tasks were most difficult? Why?" At this point, the teacher relates a particular principle chosen in connection with the task students have just completed. Examples of principles include: the importance of using a model, the benefits of developing and testing strategies and hypotheses, the need to be precise in our work, the advantages of perceiving and creating organization, the value of checking for errors. With one of these or some other carefully selected principle, the class then "bridges", applying the usefulness of the

principle to the areas of academic classes, vocational situations, everyday living, and interpersonal relationships. Students are led to come up with specific uses to extend skills beyond the immediate classroom. Class closes with a five minute summary.

What is the IE classroom climate like?

Cooperation, rather then competition, is encouraged. Students work on difficult and challenging tasks, but with the understanding that the teacher isn't going to let them fail.

What is the theory?

The ideas of Mediated Learning Experience (MLE) and remediation of cognitive deficiencies are central to the theory developed by the creator of IE, Reuven Feuerstein. According to Feuerstein, a learning experience is mediated when attention is focused in a certain way, and the event is interpreted meaningfully. In the grocery store, for example, a mother might point out to her child that there is a particular organization. They might discuss how things are grouped into categories -- frozen foods, fresh produce, dairy products, canned goods, -- based on similar attributes, and why.

What are the deficient cognitive functions?

Cognitive functions occur at the input, elaborative, and output levels of thinking. These are a number of possible problems at each level. For example, at the input level: unplanned, impulsive behavior; poor receptive verbal tools (lack of discriminatory labels for objects, events, and relationships); inability to process information from two or more sources simultaneously. At the elaborative level: lack of hypothetical thinking; difficulty in

distinguishing between relevant and non-relevant cues in definition of a problem; inadequate planning behavior. And at output level: using trial and error responses as a strategy; lack of correct labels for communicating an answer; impreciseness or inaccuracy in stating the solution to a problem.

What are some of the instruments and their specific areas of concentration?

Organization of Dots
- defining the problem
- planning
- using models
- checking for errors

Orientation in Space
- understanding a simple system (front, back, right, left)
- determining and working from a point of reference

Comparison
- recognizing similarities and differences
- dealing with several sources of information simultaneously
- building the habit of spontaneous comparison

Analytic Perception
- using a systematic search
- discriminating parts
- synthesizing parts into a whole

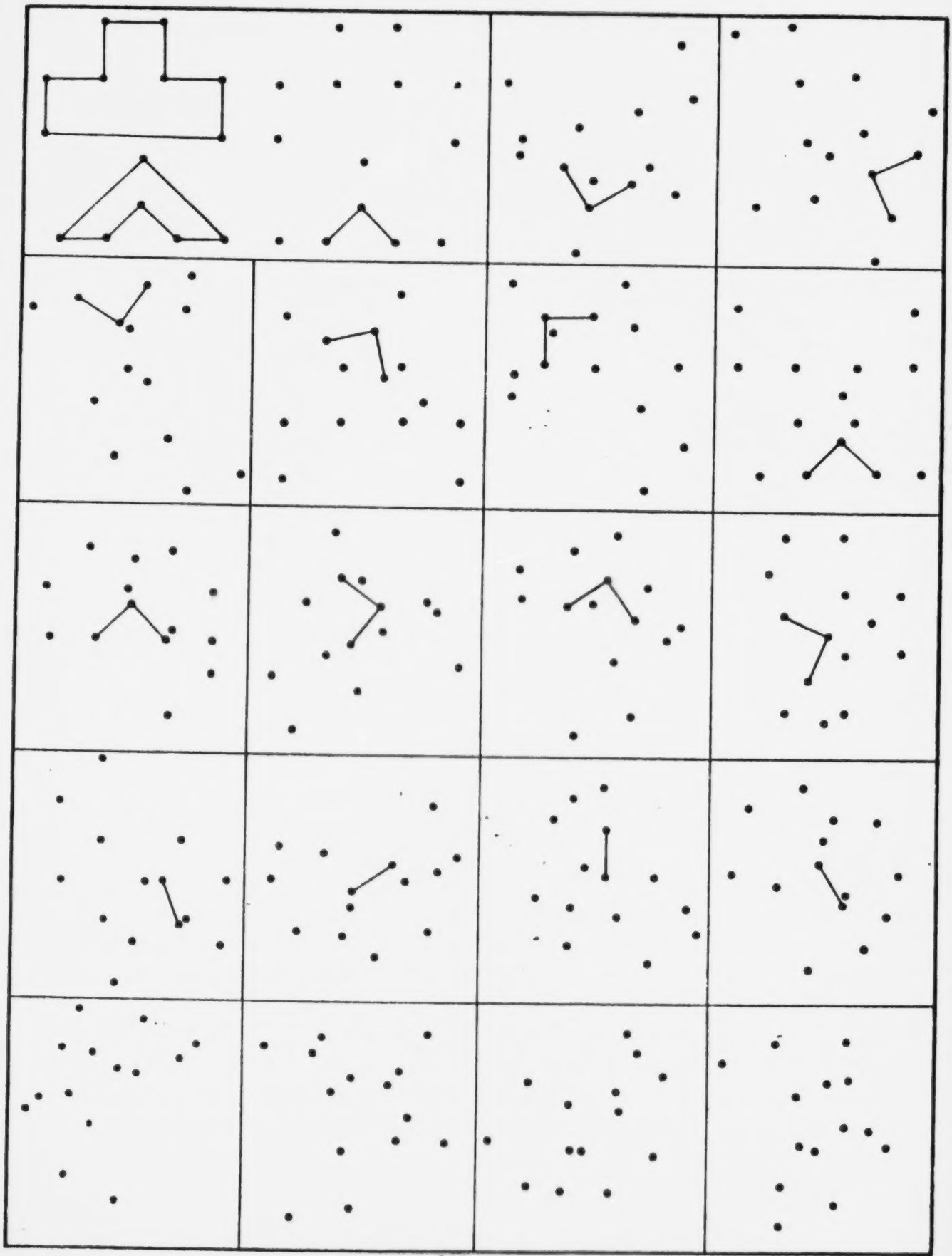
These four are the basic first year instruments. The emphasis is on data gathering and practice of good thinking habits. Second year instruments further develop these thinking skills and also focus on relationships in systems. In the third year, students learn to use these relationships to create knowledge; Syllogisms, dealing with formal logic, is a good example of this.

What is the proof?

Progress in IE occurs in three stages. First, mastery of the instruments themselves. Second, improved scores on tests of scholastic aptitude. And finally, generalized improvement in thinking and learning processes as reflected by gains in content areas such as social studies, science, language arts. Deaf students' success at the first two stages has been documented by research at NCSD (Haywood, Towery-Woolsey, Arbitman-Smith, Aldridge, 1988). The third stage ws not demonstrated in this study; improvement in learning content area material follows improvement in the thinking/ learning process, as students begin to apply their new thinking behaviors. However, there is anecdotal evidence from teachers that points to increasingly successful learning processes in IE students. These students have been described as "exceptionally teachable." They take notes without prompting and organize these notes. They use the dictionary spontaneously. They engage in lively classroom discussions, pushing fellow students to be specific and give proofs for their answers. Teachers recently asked that the IE students be kept in intact classes because they had developed an unusual group cohesiveness.

The previous observations were made by teachers in the junior and senior high departments at NCSD. I've seen the same benefits; in addition, in my writing classes, I've found that students pay attention to my comments on their essays and act on my suggestions. Again, proof that they see themselves as active learners.

One final story to illustrate: when the Homecoming Committee sponsored a door decorating contest in the high school, I told my IE students I would provide them with the time and materials they needed. Otherwise they were on their own. They chose a leader and organized themselves into committees. A part of their display was the American



flag; these students even dispatched several of their group to the library to do research. (In what color order do the stripes appear? How exactly are the stars arranged?) I was impressed by the thoroughness of their planning, their careful division of tasks, and the precision with which they executed the whole project. I was proud of their independence. I wasn't surprised when they won!

Where can I get information on purchasing IE materials?

Write to:

Dr. Michael Begab (consulting editor for IE)
Lifelong Learning Division
Scott Foresman
418 East Franklin Avenue
Silver Spring, Maryland 20901

What kind of training is involved?

Training for IE teachers is extensive. Materials are sold only to systems with trained and certified teachers. An initial week-long workshop at the beginning of the school year provides the basics. After this, teachers begin using the first instruments with their students. There is also a three-day workshop in November and another in February. The same cycle of workshops is repeated during the second and third years. Teachers learn the instruments and deepen their understanding of the program's philosophy, theory, goals, and methods.

What is a sample lesson like?

I'll use Organization of Dots, page 5, (copyright @1978 by Professor Reuven Feuerstein, Hadassah-Wizo-Canada-Reseach Institute), to illustrate.

Insert Organization of Dots, page 5, here

First I ask the students to look over the page to determine their task. Having worked the previous pages in this instrument, they understand that they will be following the model given in the first frame and finding identical figures in the scheme of dots in each succeeding frame. The task will become progressively more difficult as the dots become closer together, resulting in overlapping figures.

We determine labels for the figures. I point out that these have no universal labels, so we come up with our own idiosyncratic labels; the class determines these--perhaps hat and tent for this particular page. Our purpose in labeling is to have a mental picture to follow as we seek the figures in each configuration of dots. We analyze each figure, counting dots and noting salient features, i.e., the square at the top of the hat, its unusually long base line, the four dots in a row at the base of the tent.

As our discussion continues, I ask students how they will begin. What is the best starting point? Obviously, the two lines given in the first three rows. We call these cues and as we scan the page, we see that these are fading cues. In the fourth row, there is only one line given and in the fifth row, we're on our own. (This is a possible principle for this page: Sometimes I begin work with a cue or help that is gradually taken away as I become more

skilled and independent. We might also talk about the need for a backup plan in case the first strategy doesn't work.)

At this point, we've talked enough. Students begin their independent work and I circulate among them observing their work processes and guiding those who need help. The word "guiding" is important. I don't give answers or do the work for them. I ask questions and make suggestions: "What strategies have you tried? What else might you look for? Think about the special characteristics of each figure."

Students who complete their work early use the extra time to recheck. They think of possible bridging examples for our discussion on applying the principle, and sometimes they informally help their classmates.

After independent work, I begin discussion by asking students to explain how they worked, talk about any problem areas they had, and share new strategies they devised. I restate the principle I've chosen for this page and ask students for appropriate examples . "Often, in beginning new tasks, we're given a cue to help us. The cue is gradually removed as we become more proficient. What examples can you think of to help us apply what we've learned in other academic, vocational, interpersonal, or everyday living areas?" Students may mention such things as the dotted lines on their first grade notebook paper to guide beginners in making letters the correct height, or the training wheels that were removed from their first bikes as they learned to balance.

We close with a summary. I remind students of the processes they've used to complete their work and how these will be valuable habits. For example, "You planned carefully. First, you gathered necessary data by analyzing the model and making mental pictures. You determined a starting point and worked from a cue. When the cue disappeared, you devised a substitute. You worked neatly

and then checked your work by comparing it with the model. If there were differences in size or shape, you looked for the source of the error and corrected it. Although the task became more difficult, you were successful because you made a plan and followed it. You can use these work habits when you do homework, study for a test, fix your car, or bake a cake. They will be important in any job you have." Class dismissed!

Finally, in what ways does IE most benefit you and your students?

For the teacher, it offers the excitement of learning something new, the chance to expand and refine personal thinking processes, the ability to cover other subject matter more successfully, and the adventure of seeing a new kind of student growth.

Students benefit by becoming active, independent learners. They develop the ability to plan and troubleshoot before they begin to work. They choose from a variety of problem solving strategies, and they check and evaluate their work.

IE has changed me significantly as a learner and as a teacher. And I'm excited by the growth I see in my students!

Other questions?

Contact me at:

North Carolina School for the Deaf
Morganton, N.C. 28655

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AUDITORY PROCESSING FOR THE HEARING IMPAIRED

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INTRODUCTION AND NEEDS STATEMENT

Audition is the primary channel through which most people learn language and communication with others. We also use audition to provide us with information to monitor our own voice, locate sounds in the environment and to keep in contact with subtle background noises. For hearing impaired children, hearing may provide varying degrees of some or all of the above functions. For one child, hearing may serve as a primary mode for language acquisition and communication; but for another, hearing may only provide some ability to monitor voice intensity and detect the presence of sound in the environment but add little meaning for comprehension of language. A few of the variables that influence auditory development include:

A. The degree of hearing loss

B. Age at which loss occurred

C. Etiology of the loss

D. Age at which amplification was fitted

E. The consistency of auditory skill development opportunities at home and in school

F. The provision of auditory skill development opportunities at home and in school

All of these variables and more are integral to determining appropriate short and long term expectations for auditory development.

The first overhead represents the development of auditory response

as observed in children with normal hearing from newborn to 36 months of age. Research has shown that auditory skills do develop in a sequential order beginning with generalized body movements to sound and gradually moving toward localization at 4-7 months of age. As this skill becomes stronger, the child begins to localize sounds from many different directions. At this point, of about 12-24 months, it may be possible for an audiologist to obtain localization responses to different frequencies.

SLIDE 2 AUDITORY SKILLS

This overhead is representing basic auditory skill development integrated with speech development. It shows how important these auditory skills are for the development of speech sounds and the use of meaningful speech. The auditory skills are on the left side and the speech development skills on the right.

Auditory processing, as defined in our curriculum is the ability to collect, transmit, decode and integrate acoustic signals. It is, in essence, the meaningful interpretation of oral communication. Any child with a dysfunction in auditory processing will demonstrate difficulties in such auditory tasks as memory, sequencing, discrimination and figure-ground relationships. This transparency identifies the sub-components of auditory perception.

When we wrote this curriculum, we included deaf, blind and multi-handicapped students, regardless of peripheral hearing abilities. Therefore, it should be remembered that some of the higher level activities may never be mastered, particularly by the severely and profoundly hearing impaired. When giving directions, take into account the child's physical as well as cognitive abilities. When you are measuring the student's

performance, stimuli must be presented auditorily and signs should not be used.

We believe the main purpose of any auditory processing program is to help students make maximum use of their hearing regardless of whether it is normal or severely impaired. Because acquisition of auditory behaviors is achieved in an orderly, systematic manner, the curriculum follows a sequential pattern of skill development. The ultimate goal is to provide the classroom teacher with an organized program to help each student reach his maximum potential.

FRAMEWORK OF THE PROGRAM

At South Carolina School for the Deaf and Blind we use a team approach which includes the audiologist, speech-language pathologist, classroom teacher, psychologist and the parents. We are a residential school, therefore we also include the staff counselors that spend time with the children after regular school day hours. Each person has certain responsibilities to carry out in order for the program to be successful.

Our teachers play a major role because they spend the most time with the children and serve as key role models. Each teacher in grade kindergarden through fifth in the deaf school is required to have a half an hour of speech in the classroom daily. During this time, they use the Ling speech curriculum and the SCSDB auditory processing curriculum to develop their lessons. They are also encouraged to present daily speechreading lessons at this time. By setting aside a special time and special place in their classrooms, the teachers have developed consistent record-keeping habits. This record keeping helps us to stay on task for each child's IEP goals. Speech and listening skills are encouraged throughout the day and the students wear their training units to lunch, on field trips, to the

language room, art and all special subjects except for physical education.

It is the classroom teacher's responsibility to check hearing aids or training units daily. The students are learning to clean earmolds and change their own batteries. Several of our teachers wear hearing aids and are very conscientious that their students learn responsibility for their aids and the benefits of wearing an aid.

I go into three different classrooms a week to teach a short listening skill lesson. At this time, we pull IEP's for updates, talk about any problems with the program and in general share the student's experiences with learning better listening skills. I encourage each teacher to check out materials and to share with the other teachers successful lessons.

It is important to note that our dorm counselors are aware of our program and are asked to encourage speech and listening skills in the dorm for all students. I have identified our hard-of-hearing students to the dorm staff and asked them to be aware of these students when communicating. The dorm staff checks in aids on Sunday evening and reminds the student to wear aids after school.

Our parents help make our program a success at home. During each IEP meeting, we show the parents their child's audiogram. We discuss the importance of listening skills in daily living and by using the Banana Curve, are able to show the need for constant hearing aid use by their child at home. We also show them their child's auditory processing IEP and discuss realistic expectations. Not all parents come to IEP meetings, so we write an article in our school newsletter telling about the program and suggesting ways they can help at home. Some of the ideas we share are:

1. Encourage your child to wear his aid at home.

2. Call attention to any new or unusual sounds.

3. Call attention to appliances that you are using (mixers, hair dryers, etc.).

4. Be aware of your child's listening habits:
   Does the child respond to his own name?
   Does the child know when his aid is on and off?

5. Teach good communication skills by taking turns talking and being attentive to the speaker.
   Indicate you are listening by nodding your head and react to the feelings expressed by the speakers.

6. It is better to listen in a "quiet" room as you are working on a special skill. Don't use your voice if the television is on.

Our program is divided into 37 levels. As shown on this intake checklist, the levels begin with the most basic listening skills and advance to complete auditory competency. Each student was tested to his or her highest level and an individual IEP written. The classroom teachers helped me with the testing. This enabled them to become more aware of individual differences and made them more familiar with the program. Each time we wrote an IEP, we discussed implementation of goals and realistic expectations. In each student's IEP is a copy of his/her audiogram and by using the Banana Curve audiogram, the teachers became even more familiar with each child's hearing level.

The beginning level of our program is all that some of our students can achieve. It consists of level one through eight. We have a few students with audiograms that indicate they respond to almost no sound. For these students, we work very little on fine discrimination, but concentrate our efforts on helping to make them aware of sound. Silverman refers to a psychological coupling to the hearing world. For these children it is that awareness that some things make sound and some do not.

Our intermediate levels are nine through seventeen. It is at these levels that we begin hearing the children use spontaneous speech. Our training units have helped greatly in these levels. The students can wear their units with me (have a special transmitter that works when a student's unit is turned to general), we can work on the polyfornator or some of the students wear their aids.

Few of our students in the deaf school are on an advanced level---levels eighteen through thirty-seven. Our goal is that the student use only listening and speechreading skills to understand and we have a small population of students with that potential.

I touch base with the teachers about their lesson plans when I'm in the classroom teaching or they come to me if they need help. We presented an inservice in the fall to discuss the program, writing of lesson plans, information they needed to know and how we could work as a team to meet each student's goal. I have a closet with materials, tapes, and some toys for the teachers to use. The beginning classes are using Barnell-Lofts auditory training program booklets. They are also using the auditory readiness charts and individual booklets to make students aware of things that make sounds. There are tapes with this program, as well.

This is an example of one of the pages in our curriculum. Each teacher looks at a child's IEP goal and chooses a lesson that corresponds to that goal. The class may need to be divided into similar goal presentations. The important thing is for the teacher to remember that a student must know what is expected of him. Each lesson should follow a pattern using total communication. The teacher shows the students the material being used and tells the students what they are expected to do and then

the teacher presents the lesson without signs and in such a way that the student is dependent on auditory clues for understanding.

We have shared with the teachers some of Boothroyd's suggestions for a successful auditory training program. These suggestions are:

1. Create an environment in which the child needs to listen.
2. Use auditory stimulus to get a child's attention (lalala or the student's name).
3. Call each student by name and require the other students to do the same to each other.
4. Call student's attention to meaningful environmental sounds.
5. Seat the most auditory student in the least favorable speech-reading position.
6. Present duties of the day auditorily.
7. Give news orally before writing it on the board.
8. Begin speaking before the child looks at you.

We also discuss classroom noise with each teacher and how she can make her room less noisy for listening activities.

Lastly, we remind each teacher that infants listen for one year before they begin using meaningful speech and that we need to be patient with our children and build on the skills that they have.

We have brought a short tape that shows some of our teachers working on different skill levels and would like to share this tape with you at this time.

THE SEMANTIC/SYNTACTIC ASSESSMENT AND INSTRUCTION OF LANGUAGE RATIONALE AND DEVELOPMENT

Phyllis Baker, Speech & Language Coordinator
Debbie Inman, Speech Pathologist
Central North Carolina School for the Deaf

I. The S.S.A.I.L. emerged as a result of:

A. A primary focus on language development at our school over a number of years

B. A growing concern over some expressive language problems which were becoming increasingly apparent:

1. English word order difficulties

2. Little or no pragmatic/semantic "sense" of syntactic structures and their use (much emphasis had been placed on comprehension/analysis and written drill)

3. Lack of carryover/generalization to spontaneous language in everyday situations

4. Difficulty with written language

C. Past methods did not provide teacher with:

1. A development sequence from which to select teaching goals

2. A systematic method of assessing and documenting language acquisition

D. A growing involvement of the speech/language pathologists in language remediation of students.

II. The S.S.A.I.L. is designed for the teacher and communication specialist as an evaluative and instructional tool which will provide the following benefits:

A. Identification of current levels of function

B. Documentation of acquisition

C. Developmental guideline in appropriate goal selection

D. Insurance of accountability through systematic assessment

E. Establishment of meaningful language teaching strategies through elicitation devices

F. Presentation of language to children as a series of meaningful contrasts and refinements, beginning with basic semantic intent and progressing through the complex level of syntactic development.

A FINAL NOTE:

The S.S.A.I.L. has been developed to provide a framework for language instruction. The checklist will provide a common basis for instruction, but its implementation will be a direct reflection of each teacher's and communication specialist's knowledge experience and ideas for teaching language.

ORGANIZATION OF THE S.S.A.I.L.

I. General Information

There are eight levels of the S.S.A.I.L.

Early Sentence, in which the basic semantic/syntactic components of language are learned through the 4-word level, with beginning syntactic markers and question forms.

Four levels of simple sentences with increasing syntactic complexity

Three levels of transformational grammar designed to expand usage of syntactic structures learned at the simple sentence level to more complex, descriptive language.

II. Levels

A. Early Sentence Level

The Early Sentence Level is organized into six sections. Four sections incorporate language development at the one, two, three and four-word levels of semantic relationships. Each level contains specific relationships to be taught and are listed in sequential order. In addition there is a section of syntactic markers to be taught within 3 and 4-word relations and a section on Early Question Forms.

Each section of the Early Sentence Level allows for documentation of acquisition in comprehension (C)

and expressions in structured (ST) and spontaneous (SP) settings with 2 exceptions: Spontaneous usage is not documented at the single word level and question forms when and where are required only in comprehension.

B. Simple Sentence Levels 1-4

The format for the 4 Simple Sentence Levels differs from the Early Sentence Level in many ways. The emphasis shifts from semantic to syntactic components, although the semantic/pragramtic usage of the structures should always be a part of the teaching progress.

Each level now incorporates the 5 Basic Sentence Patterns:

Pattern 1	NP + VP	The dog is running.
Pattern 2	NP + VP + NP	The boy ate the cookie.
Pattern 3	NP + LV + ADJ	The cookie is sweet.
Pattern 4	NP + LV + NP	Mary is a nurse.
Pattern 5	NP + LV + Where/When	The coach is in the gym. The party is at 8 o'clock.

These patterns are listed at each level on the left side of the form. Across the top of the form the specific structures to be taught are listed. This format was devised in order to allow the teacher to incorporate all sentence contexts in which a structure may occur. This will help insure the carryover of syntactic structures to all appropriate contexts. Shaded areas of the checklist indicate that the structure does not occur in that particular sentence pattern. Also included at each of the 4 Simple Sentence Levels is a section of question forms, which generally reflect the syntax of the preceding level.

C. Transformations Levels 1-3

The format for transformations differs somewhat from the Simple Sentence Levels. Due to the demands of these complex structures on word order and varied meaning, columns for documentation of comprehension, expression at the semantic level and correct word order are again included.

The general format is similar in that the syntactic components of each structure are listed across the top and each specific transformational structure is listed down the left side. A sample sentence using each structure is also included. At these levels the shading has been deleted in order to allow for greater flexibility in the formulation of varied sentences

and because the possibilities of variation are seemingly endless at this degree of complexity. Syntactic components incorporated in each structure will depend upon the teacher's judgement, the capabilities of the student and the natural linguistic constraints of the particular transformation being taught.

At this level the ST and SF columns have been deleted because many of the more complex transformations cannot realistically be expected to appear with a great deal of frequency in a natural, spontaneous setting. It will be up to the individual instructor to determine which goals he/she feels are appropriate for comprehension (possibly in written form), structured expression and spontaneous expression.

D. Listed on the back page of each level of the S.S.A.I.L. are the pragmatic goals for the particular level. These are documented using the same scoring key (-, +, ⊕) but in columns marked observed or not observed.

DEVELOPING A CURRICULUM FOR THE MULTI-HANDICAPPED HEARING IMPAIRED

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I. INTRODUCTION

Due to the lack of ready-made curricula for multiply handicapped children, the staff of the Atlanta Area School for the Deaf began developing a comprehensive curriculum three years ago. In this presentation we hope to share with you some of the information we learned through the curriculum development process.

II. CURRICULUM MODELS

In researching our curriculum, we discovered four major curriculum models.

A. Eliminative Education
This is not actually a curriculum model; however, it is a method of instruction which so greatly influences a student's progress through any curriculum that it is appropriate to include it here. In this approach, the focus is upon eliminating inappropriate behavior prior to training appropriate behavior. The major problem with this approach is that it postpones the presentation of more functional skills.

B. Developmental Model
Such a curriculum is based on a belief that multi-handicapped children follow the same developmental sequence as "normal" children. A danger in this approach is that instruction of functional skills will be postponed while teaching less functional developmental prerequisites. Additional shortcomings are:

1. Lack of functional adult-level tasks and appropriate alternative tasks when a student is unable to exhibit normal capabilities; and

2. there appears to be an assumption that the students have unlimited time to learn.

This model is more appropriate for use at younger age levels.

C. Basic Skills Approach
This curriculum model suggests that a traditional approach to teaching academic skills is the only way to prepare students for the "real world". Like the developmental model, the basic skills approach assumes that there is unlimited time and that all children follow the "normal" learning sequence. It is true that students function more successfully in the community when they have acquired basic academic skills. However, valuable time is wasted with this model when students have no academic potential.

D. Adult-Life Model
A life-activities focus is the central theme of this curriculum approach. Criterion here suggests a "top-down" rather than a "bottom-up" model. Such a model includes functional domains such as:

1. vocational,
2. leisure,
3. domestic,
4. community, and
5. interaction with non-handicapped peers.

III. CURRICULUM CHARACTERISTICS

The features of a curriculum are as important as the model. Organization and content control the success of a curriculum. Content should reference adult tasks especially in curricula developed for students.

A. Level of Scale in Curriculum Development
Functional curriculums are developed for a specific rather than a universal audience. They focus on specific skills needed to function within the immediate community.

B. The Unity of Curriculum Organization
In order to develop a functional model, curriculum developers should organize content by activities rather than sequenced skills which are needed to perform the activity in the community.

C. The Role of Longitudinal Sequences
Longitudinally sequenced curriculums are more approriate at the lower levels where skills are built off one another. In community-based curriculums for older students, the order of presentation depends more upon the values of the instructor, parents, student, and community at large.

D. On-going Curriculum Development
All curricula, regardless of the model used in development, must be updated on a continuous basis. A community-based curriculum, above all others, goes through continuous change as it must change with the community.

IV. CURRICULUM DEVELOPMENT PROCESS

At A.A.S.D., we are changing our curriculum approach at the middle to upper levels to more functional, community-based model. Wilcox and Bellamy describe such a model in their text: Design of High School Programs for Severely Handicapped Students. Their process includes three phases:

A. Cataloging
A "catalog" of local opportunities lists activities which may be performed by handicapped students. Such activities are divided into three general functions: vocational, independent living, and leisure. Distinctions are then made between home, school, and community settings.

B. Identification of Activity Objectives
Identify and describe as many activities as possible. Strategies used in identifying activities are: observation, interviewing, and logical analysis.

C. Issues and Research
The process of developing a local curriculum brings up certain questions:

1. Are the activities valid? Do they reflect activities of non-handicapped peers or real job opportunities in the community?

2. Is your catalog useful? Can it help parents and teachers write an I.E.P.? Will it help a consumer?

3. Does it have an impact on student functioning? Does it result in a change in the student's daily performance outside of school?

If the goal for students with multiple handicaps is to maximize independence and productivity, then the curriculum must directly relate to the demands of post-school life.

* The majority of the information for this presentation was gleaned from the following text:

Wilcox, Barbara and Bellamy, G. Thomas. Design of High School Programs for Severely Handicapped Students. Baltimore: Paul H. Brookes Publishing Co., 1982.

** A bibliography used in the development of the A.A.S.D. Special Services Curriculum is attached.

ATLANTA AREA SCHOOL FOR THE DEAF
Special Services Unit

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AN INSTRUMENT FOR PREDICTING SPEECH SKILLS IN DEAF SIGNING CHILDREN

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In this presentation, an instrument for predicting the speech skills of oral deaf children developed at the Central Institute for the Deaf (CID) was described. Comparisons were then made between the CID instrument and an instrument developed at the Atlanta Area School for the Deaf for use with deaf signing children. Multiple regression indicated that the CID instrument was able to account for 66 percent of the variance in the actual speech skills of deaf signing children at AASD. The AASD instrument accounted for 81 percent of the variance, making it a more accurate tool for use with deaf signing children. The factors measured by the AASD instrument include auditory discrimination ability, speechreading ability, receptive language, the child's attitude toward use of speech, the child's age, and the child's ability to imitate speech sounds. Further development and refinement of the AASD instrument is currently being undertaken.

DICOTOMIES--THE DEAF DILEMMA: THE DEAF CHILD AND THE RESTRICTIVE ELEMENT IN HIS/HER ENVIRONMENT

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Deaf educators are akin to the mythological sailors in the Straits of Messina who were constantly endangered and ever required to steer vigilantly between the Scylla and Charybdis. The difference for the educators, however, is the fact that they themselves introduce the dichotomies that become the feared Dragon and Whirlpool. References to some major dichotomies should illustrate the seeming need deaf educators have for positing a Scylla and Charybdis in the flow of deaf education.

Part I: The Major Dichotomies

1. A Hearing vs. A Deaf World-The question in this pairing is really concerned with the problems faced by minorities in relationship to the majority. It is not a question of two worlds but walls or barriers that limit the ability of a minority to access the majority. This access may be imperative for purposes of work, certain social activities. e.g. church membership, youth clubs, athletic activities, etc. Facilitation of this access obviously comes through communication abilities of the individual or through assistive communication strategies, e.g. interpreting, TDD's, etc. The education community must, therefore be concerned about the individual's communicative abilities and the consequent development of the facility within the individual to use the communicative devices.

2. Manual vs. Oral Communication-The mode of communication seemed to lose its "either - or" characterization when Total Communication became the teaching mode in public schools for the deaf. The theory, however, faltered in the application phase. Reasons that might be posited for the "glitches" in application may be the ready concession "that not all deaf children can learn to talk", the fact that 90% of the deaf children in this country are born to hearing parents who under ideal conditions require a year or two to learn enough sign language to provide a language sample so that the children must live through their first two years without a "signed" language sample from the primary caregiver, the tendency for teachers to talk and sign at the same time without the children doing the same, and the inability or failure to stress and expect performance in all communication modes from the children themselves. A local teacher, Ms. Sheila McCoy, was, until recently, exploring the question of a deaf child's performance in signing and understanding manual communication so that educator's would not have to continue to assume that, because a child was exposed to signing, he could understand and use sign effectively. The educator's responsibility seems to be greatest in the development of communication skills, with or without "outside"/parental help and without the need for a Manual/Oral methodological choice.

3. Residential vs. Mainstream Placement-Recent trends in the education of the deaf emphasize that the deaf must learn social skills and these skills need to be learned in interactions with other deaf children. When communication presented formidable obstacles to interaction which was likely to be the case in an oral school or class for the deaf then the objection to separation from peers may have been a valid issue but there is some question to the validity of such an assertion in a school or class placement where interpreting and a range of communication modes are always available to the children. Interaction with other deaf individuals, however, remains a sociological problem that tends to be addressed sporadically. The role of educators in this arena needs to be defined programmatically and not in terms of heroic efforts by isolated teachers or in the simplistic application of a Residential/Mainstream option.

4. ASL VS. SEE-ASL is seen as the language of the deaf and therefore the bearer of the culture of the deaf. SEE is seen as the most accurate reproduction of standard English, the form of English needed for all printed materials as well as the form needed by writers of English. Since anecdotal and some research evidence from speakers of Black English and Hispanic suggests limitations in their reading and writing skills, perhaps as a function of their language system, then implementation of ASL as the basic language form of the deaf may in fact produce a negative effect on their reading/writing skills. Educators through data gathering on their instructional efforts and results could go far to bring us to some operational decisions on language forms and input strategies, that would enhance reading, writing and language skills of the deaf child without the dichotomous choice between ASL and SEE.

Part II: The Real Dilemma

1. Educational and social development in the face of a hearing impairment is the real dilemma.

Major factors in the development and performance of deaf individuals in an educational environment is obviously the ability to develop speech and learn language.These skills are predicated on residual hearing, intelligence, and family structure and support. The between child differences in hearing and intelligence interface with the environmental effects in some complex formats in the development of speech and language and not in a simple, correlational pattern. There is also some evidence to suggest that a child who first becomes proficient in manual communication does not come to speech fluency, but the converse condition, where a child learns speech first, does, in fact, allow a child to develop manual language proficiency. The evidence for this is anecdotal and cumulative and there is little journal evidence for such a

declaration. My discussions with researchers, my reading and personal experience indicate that children with severe hearing

losses who learn to speak first can learn to sign but the children who sign first, do not learn to speak with a corresponding fluency. Empirical verificatin of this assertion is critical for infant programs.
Educators need, thus, to focus on each child as a distinct speech and language problem with an educational focus much broader than the dichotomies posited earlier in this document.
Considerations of restrictions (limitations) "within child" and restrictions from "without" must be explored if the educational process is to realize even minimal accomplishments.

Restrictions from "within":

The major considerations about a child's limitations derive from hearing level, intelligence, behavior and parental support with "educational success" being highly correlated with speech and language skills.

The "fact" of within child limitations is suggested by achievement data.

Educational achievement data have shown little variation in the past twenty years: 5% of graduates from day and residential schools for the deaf attain 10th grade level achievement; 41%, 7th/8th grade; 27%, 5th/6th grade and about 30%, 4th grade and below. Incoming students at 4 community colleges scored reading grade equivalents of 4.0 to 5.8 and math equivalents ranging from 5.0 to 8.8. Incoming NTID students scored 7.9 in reading and 9.9 in math. Prep students at Gallaudet 5.1 in reading to 8.9 while entering freshman averaged 8.0 in reading, 11.4 in math. This takes on a more negative look when my own 7th grade, 13 year old who received B's in his school work had a reading score of 10.7, and a math score 9.3.

The data on educational performance have either misrepresented educational performances of the deaf across time, or have shown us the stark reality of the difficulty faced by the deaf in educational settings or demonstrate the need for different, more effective teaching. The only major change noted in the performance of entrants to NTID is the change on a 5 point scale from 3.1 in 1976-1980 to 3.9 in 1985 in understanding Manual Communication.

Achievement data strongly suggest that the deaf child himself is the real restrictive environment.

Restrictions from without:

These restrictions may result from assumptions that certain educators hold as "truths": e.g. speech and speechreading cannot

be taught; instructional strategies are effective in only one modality; speech is not a critical skill; educational objectives must be controlled and limited; etc. Social placement and

social interactions,limited educational objectives, school curricula expanded beyond the individual child's particular speech and language capabilities may also limit the child and be very restrictive despite adherence to a legal interpretation that places a child in a public school near his home.

Part III From Dichotomies to Continua

The responsibility of deaf educators must involve a focus and committment to the speech and language development of each child with other educational and social attainments deriving from these two.

A logical step for educators, at least, within a given State, would seem to be the development of a statewide curriculum in speech and language with evaluations established to delineate attainment of the individual child so that movement from one program to another would be facilitated when social needs, parental movement or other circumstances made movement to a different program necessary.

Committment to statewide curriculum and evaluation standards shuld allow each child his (her) full range of development without their own individual limitations deterring the performance of others and without limitations or restrictions being introduced by their particular educational program.

A consequence of such educational focus would allow educators full response to each individual's achievement data so that a model for transition into other educational settings or the work force and independent living could be more accurately predicated on skills the child has developed across time.

The example from NTID in which 97% of deaf RIT students require extensive remedial education and the further finding by Beal and Noel, 1980, that approximately a 50% attrition rate occurs in colleges with a liberal admission policy suggest that the deaf individual might be better served in a different transition model. The transition model suggested by Falvey may be the most appropriate. When asked about jobs and education, he simply said:"You don't want to learn about something, you want to do it." If educators continue committment to speech and language development in clearly delineated IEP's and refuse to generate new dichotomies to block the stream of education, the deaf child would be the major benefactor and linguistic "continua" would be the focus.

In summary: I would suggest that the pursuit of the "right method", the "way to teach", the "right" placement, and/or the"perfect

test" is a search for the Holy Grail. The dichotomy someone suggests or which horn of the dilemma to choose needs to be replaced with a committment to intensive instruction in speech and language. Then. the deaf child will, in fact, be placed in the least restrictive environment allowed by his (her) own individual condition, just as is the hearing child.

INNOVATIVE WAYS TO SERVE HEARING IMPAIRED STUDENTS IN RURAL SETTINGS

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The instruction of students who are hearing impaired is an awesome responsibility for educators regardless of the school setting. Urban and rural schools are both beset with conditions that make service delivery to hearing impaired troublesome. Today, we are going to take a look at the variables that are inherent in rural educational settings that create problems for providing appropriate support services to students who are hearing impaired. Since the enactment of Public Law 94.142, services for hearing impaired students have increased significantly in rural areas, but have the services been as appropriate as they should be? High levels of poverty, inadequate transportation, low funding sources, untrained personnel and vast geographical areas contribute to the complexity of serving this special needs population. Hearing impaired students are among the underserved handicapped students living in rural areas.

Many dichotomous data exist in rural education. Funding for education in rural areas is lower than funding for urban areas, but the cost to educate students in rural areas is greater because of transportation and personnel needs. Rural America has the largest number of school agencies and the highest percentage of handicapped children, but the number of specialized personnel in rural areas is less than the specialized staff in urban areas. The need for transporting children to rural schools is greater than the need for transporting children to urban schools because

the rural schools are fewer in number and cover a larger catchment area than the schools in urban settings.

Hearing impaired students who live in areas where one out of every four students do not graduate from high school and where thirteen percent of all students enrolled in high school are functionally illiterate, will begin educational careers where many adverse conditions exist. Data were collected by the U.S. Office of Special Education (1983) from two hundred special education directors in fifty states. The directors identified specific issues of concern about serving handicapped students in rural areas. Helge (1983) stated that funding inadequacies, difficulties in recruitment/retention of qualified teaching and support personnel, transportation needs, and the development of appropriate educational programming for students with low incidence handicapped conditions were problems consistently cited during the telephone interview.

In 1987 the Wyoming Department of Public Instruction classified one-half of its rural population as "at-risk." High percentages of drug addiction, child abuse, teenage pregnancy, illiteracy, crime, and an escalating number of students withdrawing from school were commonly reported in Wyoming's rural areas. A child who is hearing impaired will probably have a greater potential for failure in such an environment.

Hearing impaired children require specialized programming to access information in the classroom. Critical to program design is the development of an effective communication system. Because reading and writing skills are the basic components of all school curricula, students who do not acquire an effective communication system for understanding written and oral language will probably not be successful in academic studies.

Impaired hearing prevents a student from interacting with the educational environment in the same manner as a hearing student. The way which a hearing impaired student acquires information socially and academically is significantly different. Their inability to perceive the world auditorily forces the hearing impaired youngster to rely on strategies that are not used by their hearing peers. Adaptations in the educational setting must be made if the students are going to have maximum opportunities for learning new material and developing intelligible speech. Amplification (FM auditory trainers and hearing aids) and teaching styles that allow flexibility within a structured setting are necessary modifications for hearing impaired students.

Amplification systems that are in need of repair are virtually useless to the student. Ear molds that do not fit FM auditory trainers or hearing aids with broken cords are not conditions that help the child to hear. If the listening devices are not monitored, teachers and peers assume that the equipment is working simply because they can see them protruding from their ears. "That kid is just lazy . . . that kid can hear, he just doesn't want to hear . . . "

A vital component of providing an amplification system for hearing impaired students is checking hearing aid batteries. Do each of the schools have battery testers in order for the batteries to be monitored daily? Do teachers have a fresh supply of batteries for their students? If the answers to the above questions are no, your school is out of compliance with the law.

Given the uniqueness of hearing impairment, appropriate programs for hearing impaired children should be developed by educators who have been

trained and certified as teachers of the hearing impaired. Rural educators who have this specialized training need to have an understanding of how to provide exemplary services for their students under conditions that are less than perfect. Let's take a look at how the teacher of the hearing impaired can work through the major obstacles that are present in a rural setting.

The first priority should be reviewing student records. Analyze the data: otological reports, audiological reports, speech reception reports, scores from annual testing, speech/language evaluations, report card grades, other academic testing results, psychological reports and any comments from teachers or parents. If you are less than confident about understanding this type of data, attend some inservice workshops or borrow some textbooks. Your student's educational programming is dependent upon your ability to accurately assess his needs.

Based upon the profile presented from the records, begin your plan of action by writing educational objectives based upon need, not upon what's available in your school system. If it's academic tutoring or socialization skills that are indicated from your assessment of needs, arrange for the service. Ask for others to help you. It's your obligation to make things happen for your student.

Most teachers of exceptional children in rural areas have an itinerant assignment. If your student needs more resource time than you can arrange in your schedule talk with other special education teachers who may be assigned to the same school. Perhaps your student can receive additional support from that teacher. Your response to this suggestion might be, "but I don't know the other teachers." My reply to you, "make a sincere

effort to get acquainted."

Another source of support might be to seek out volunteers from the community. Begin a list of possible volunteers who might be effective tutors for your students. Within the school structure, consider members of honor societies who might be willing to assist your students. Look at your community resources. Rural areas are generally closely knit communities that respond to appeals from its members. Many of North Carolina's schools use grandparents who are retired educators as volunteers to help children who have special needs. It has proven to be a wonderful experience for the older citizens and youngsters. The retired educators satisfy a need to be involved in worthwhile activities and the children receive the academic help and understanding they need. The itinerant teacher benefits from the arrangement, too.

A commitment to teamwork appears to be the key to sucessful mainstream programming for exceptional children. The itinerant teacher must insist on regularly scheduled meetings where classroom teachers, their teaching assistants and all support personnel who provide services can focus on the child's program. One hour every two weeks to review the individual student's program is recommended. During the meeting the student's needs can be discussed along with reports of what strategies are not effective. If there is a behavior problem, decide on a unified way to help develop new behaviors. Remember to talk about successful learning that has occurred. While the meetings offer a time for close monitoring of the student's progress, the meetings also create a feeling of support for everyone responsible for the student't educational program. It's this kind of teamwork that nurtures professional growth and successful mainstreaming.

An important duty and responsibility of the teacher of the hearing impaired is to act as an advocate for all hearing impaired persons. The teacher should offer information to school personnel and community agency members about hearing impairment and its impact on the educational process. You might consider teaching a workshop in your county to acquaint others about hearing disorders. Some teachers have developed inservice programs that yield renewal credit units; ask your county supervisor about the procedure to offer such a workshop. Credit yielding inservice meetings usually attract participants. In addition, the meetings provide an excellent time to get acquainted with other teachers in your school system. Many problems caused from a lack of information can be avoided through well planned inservice programs.

Every good program has a cooperative and constructive partnership with parents. Parents should be included in every decision making group that determines educational programming for their child. Parents should be considered equal participating members of the educational team. Educators should be ready at all times to share relevant information about their child. Educators should give parents accurate unbiased information about methodologies for teaching hearing impaired children. Educators should not impose a communication system on the child simply because the teacher has skills in a particular system. Don't be guilty of presenting biased information. If you are looking for a comprehensive review of all methodologies available for hearing impaired children, you might want to review the North Carolina videotape, BEGINNINGS. It is unbiased and accurate.

Discover what community agencies can assist your program for hearing impaired students. Introduce yourself to the vocational rehabilitation counselor in your area and inquire about services that are available to your students. If your student needs assistance from family services, locate a contact person to assist the parents of your student. Is there a hearing aid bank in your area? Will the Sertoma Club, Kiwanis Club, Rotary Club or Lion's Club offer any support to your program?

Teaching hearing impaired children in rural settings is a challenge that can be met through careful planning. Let's develop new creative programs for our hearing impaired children. Hearing impaired children can be served appropriately in rural areas if we all work together.

BEGINNINGS
For Parents of Hearing Impaired
Infants and Toddlers

The North Carolina Council
for the Hearing Impaired
Department of Human Resources
620 North West Street
P.O. Box 26053
Raleigh, N.C. 27611
(919) 733-5920 (V/TDD)

THE ROLE OF PHILANTHROPHY IN PROVISION OF SERVICES TO THE DEAF

Dr. David Brown, Executive Director
Institutional Advancement
Alabama Institute for Deaf and Blind

Speech Outline

Thank you for the opportunity to be with you and share some of my ideas and experiences. Let me start with some questions to you so that I can know better who I'm talking to.

I. Questions about audience

A. How many administrators at principals level or above?
B. How many from state supported institutions?
C. How many from schools with a separate board of trustees?

II. Questions about expections?

A. How many would like to improve your programs?
Would like better facilities?
B. How many need more resources?
C. How many would like better public understanding of your program and persons who are deaf?

I thought so!

AIDB Problem

No tuition
No bonded indebtedness
No local support

Margin of Excellence

III. These are things we have accomplished at AIDB thanks to private giving.

A. Renovated an independent living center - $100,000
B. Developed a track-football complex - $100,000
C. Built a Chapel - $630,000
D. Established an Annual Fund
1. Goal first year - $100,000; goal this the fourth year - $210,000
2. Items - equipment and program improvement/enrichment - $500 to $5,000
3. Items - faculty generated; pays off- 85% participation; 6 units at 100%
4. Also includes Presidential Awards, a mini-grant program for innovative ideas, and faculty development fund which provides stipends for graduate training.
E. Grants for new programs
1. Summer camps for hearing impaired and the visually impaired

2. Regional centers for sensory impaired adults - $1 million for sensory impaired adults
3. Apple Computer grant - $60,000 in equipment for curriculum to teach critical thinking skills

F. Future plans - $4 million campaign for buildings and endowment

IV. This demonstrates the potential role of philanthropy in providing services for the deaf.

A. Private gifts and grants can provide resources for improving programs serving the deaf.
B. To secure private gifts and grants, programs serving the deaf must widen their circle of friends. In so doing, they will broaden and deepen understanding of programs serving the deaf and the people they serve.

V. Charitable giving is as American as apple pie.

A. Independent Sector has published a book called America's Voluntary Spirit which contains essays from Jonathan Edwards, Booker T. Washington, John D. Rockefeller, Jr., and many others which describes how philanthropy is part of the warp and woof of American society. I recommend it to those with a literary or philosophical bent.
B. My favorite is Alexis de Tocqueville, a French nobleman who toured the United States in the 1830's, and later wrote a keenly perceptive book called Democracy in America
   1. It was the Age of Jackson, and much of what de Tocqueville saw appalled him, but he was impressed by America's voluntary spirit:
      If it is proposed to inculcate some truth or to foster some feeling by the encouragement of a great example, Americans form a society...
      Wherever at the head of some new undertaking you see the government in France, or a man of rank in England, in the United States, you will be sure to find an association.
   2. Associations are people working together to accomplish together what they could not accomplish individually.
   3. The cultural differences are still true.
      a. In Europe, philanthropy is almost totally confined to the church and disaster relief.
      b. In France, large estates cannot be given to charity without government permission
      c. Recently, a Far Eastern electronics manufacturer in Alabama was approached about a gift to AIDB. The company responded that they didn't give to such causes because in their country such things were the responsibility of the government and they felt strongly this is the way it should be. It will be interesting to see if they change their policy after a few years in the United States.

VI. Because in the U.S., philanthropy is big business.

A. $90 billion a year
B. It's a market - like any market it's responsive to new ideas
C. Not because someone has money and you want it.
There has to be an exchange of values

VII. The time is right for philanthropy to focus on services to the deaf

A. The Gallaudet situation
B. The Commission of Education of the Deaf
C. Children of a Lesser God
D. Fred Wiseman's Deaf and Blind

VIII. How do you get started?

IX. First Develop your case?

A. Define why people and organizations should give to your program?
B. Write it down - one paragraph of 100 words or less
1. Not facts - basic ideas
2. Not just an academic exercise - you will probably incorporate the case into brochures, letters, speeches, proposals - anytime you talk about your program.

X. To develop a case, you must not only understand your program but also have a feel for why people give money away. Here's my personal view:

A. Donors give to people engaged in excellent work.
B. They give to organizations that are well managed and achieving.
C. They do not give to failing organizations.
1. Generally those considered to be a risky investment
2. Occasionally, you'll get gifts to help you out of a pinch, but it's not the basis for a giving relationship
3. Businessmen especially will question if a failing organization is viable. In America we tolerate a great degree of failure. 60% of new businesses fail. It's a fact of life.
D. The key is to think of gifts as investments, not throwaways.
E. Image is therefore important.
1. CEO - able, visionary, committed to quality
2. Program - effective, excellent, needed

XI. Image and Public Relations

A. You've got to get the word out
1. AIDB Feasibility Study in 1984 but PIO since 1980
2. It's hard work and frustrating.
B. Elements
1. Home town

2. Get people to campus - buildings vs. people
   a. Tours commencement
   b. Convocations and assemblies
   c. Appreciation days
3. Speak to civic clubs -- South Carolina (Kathy Brown) speakers bureau
4. News releases
5. Establish and evaluate your periodical
6. Brochures
7. T.V. shows and editorial columns - position yourself as the expert

C. The Basics of Communications
   1. Target your audience - one on one most effective
   2. What is your objective - inform vs. persuade
   3. Affective and cognitive
   4. Position - where are you in the spectrum of services to the the deaf?

XII. With case in mind and sound public relations effort underway, you can begin fundraising.

A. Elements of Fundraising
   1. Identification
   2. Cultivation
   3. Solicitation
   4. Recognition

B. Identification - who are your prospects?
   1. Your family
      a. Board members
      b. Employees
      c. Alumni and consumer organizations
      d. Parents
   2. Other individuals - hard to identify but will feel your program is their special discovery and be loyal, ex., Bryans.
   3. Organizations - learn their idiosyncracies
      a. Sertoma Clubs
      b. Telephone Pioneers
      c. Other organizations - Lions, Rotary, Kiwanis
   4. Foundations - local/state/regional
      a. State guide
      b. Bank Trust departments
   5. Foundations - national
      Foundation Center
      888 Seventh Ave.
      New York, N.Y. 10106
   6. Foundation management - family v. professional
   7. Corporations
      a. Taft Directory
         5130 MacArthur Blvd., NW
         Washington, D.C. 20016

C. Must be willing to work - not just titular
D. Go for CEO's of large corporation - preferably with connections throughout your service area
E. Volunteer leadership is a must - gives credibility, has clout
F. Even the CEO is just a hired hand

XV. Starting a development office

A. Council for the Advancement and Support of Education (CASE)
Suite 400
11 Dupont Circle
Washington, D.C. 20036
B. A computer is a must
1. Segment mailing list
2. Bookkeeping
3. Word processing
C. Invest in a person
1. Hire experience
2. Grow your own
D. Qualities
1. Must be self starter
2. Able to communicate clearly and concisely
3. Tolerant of ambiguity
4. Achievement oriented
5. Other qualities
Committed
Interpersonal skills
E. Care and feeding of development officers
1. Treat them well. You'll demand a lot from them.
2. Loyalty. Bottom line accountability. Work long hours.
3. Must earn your repect and faculty's and board's
4. Needs good chemistry, trust in judgment

XVI. Other factors

A. The CEO - the real chief fundraising officer
1. Must be active and involved
2. Not part of the problem
B. Faculty - involve them
1. They'll give if its done right
2. Solicit input into needs
3. Take on solicitation
C. Fundraising counsel
1. Perhaps not necessary to get started but needed for first capital campaign
2. Check references

XVII. Development Writing

A. Avoid jargon (accessing funds) and buzz words (enhanced services)
B. Be clear and concise
C. Avoid exaggeration and excessive use of adjectives (one of the most unique)

b. Chamber of Commerce directories
c. State economic development office
d. Business section of the newspapers

8. Other
   a. Churches
   b. Brainstorming
   C. Keep your eyes and ears open

C. Cultivation - Just because they have money, doesn't mean they're going to give it.
   1. Need to get to know you
   2. Involvement
   3. Put on mailing list
   4. Invite to campus
   5. If out of town, meet with them where they work or live
   6. Give them something - made by students
   7. Ask their advice - advisory board

D. Solicitation - You've got to ask for it
   1. Person to person - best
      a. Volunteer and CEO - best
      b. Staff only - least effective but often necessary
   2. Telephone - more effective if preceeded by written communication
      a. Foundations/large corporations - sometimes followed by a personal visit
      b. Phonathon
   3. Direct mail - OK for small gifts, better if targeted to segments
   4. Art not a science. Develop instincts.

E. Recognition
   1. Acknowledgement - begins process of next solicitation
   2. Giving clubs
      a. Published lists
      b. Mementos - custom better than generic
      c. Campus events
      d. Special events

F. Tracking is important through all of this

XIII. Handling gifts - a legal responsibility but also an opportunity

A. Need an IRS letter - 501-C-3 organization and not a private foundation
B. Must be used according to restrictions (that's why you'll learn to love unrestricted gifts)
C. Encourage the establishment of a foundation
   1. Different from a private foundation - really an operating foundation or supporting organization
   2. Gives you flexibility in investing money and using the interest
   3. Enables you to establish a volunteer board

XIV. Starting a foundation

A. Select key leaders from official board, advisory boards, and other influential friends you've made
B. Must be able to make large gifts or influence large gifts

D. Affective as well as cognitive - case studies
E. Present needs in terms of clients - organizations don't have needs, people do

XVIII. Types of gifts

A. Cash
B. Appreciated property
C. Deferred gifts - wills, trusts, insurance policies, annuities
D. Grants
E. Gifts-in-kind (product v. services)
F. Restricted v. Unrestricted - state institutions

XIX. Types of campaigns

A. Annual - current funds
B. Capital - buildings and endowment
C. Special Projects
D. Other Endowment
E. AIDB sequence - Projects (ILC, Track, Chapel), Annual Fund, Capital Campaign

XX. Nature of fundraising

A. 80/20 rule
B. Special events are not cost effective but can be rationalized for public relations value

XXI. It's a crazy business

A. Multi-tracked
B. Ready. Fire. Aim!
C. Violate the rule. Write your own book.

XXII. Deferred gratitude - is it worth it?

A. Results AS Blind Summer camp - met students

I hope this has helped. I'd be happy to answer questions.

AIDS

Highlights Summarized by Dr. Maureen Dinges
Professor of Speech Pathology
Morehouse College

The purpose of today's information sharing session is to address the issue of Acquired Immune Deficiency Syndrome (AIDS) and young people. AIDS is caused by the Human Immunodeficiency Virus (HIV).

It is estimated that there is a minimum of one and one-half million people infected with HIV in the United States. By 1990, most of us will have a family member or friend diagnosed as HIV positive. By 1992, based on today's statistics and on the rate that the virus is spreading, 365,000 men, women, and children will be diagnosed as HIV positive.

AIDS is the number one public health issue in the country. It is a health issue that is directly related to high risk behavior. High risk behavior includes all unprotected sex, including vaginal, oral and anal sex and the sharing of drug needles and syringes.

AIDS is preventable. There is, however, no cure, no vaccine and none expected into the twenty-first century. AIDS is preventable through education. We as adults (parents, educators and role models) have a responsibility to facilitate this educational process with our youth. Early intervention through AIDS education will not only dispel much of the widespread misinformation that is rampant among people, it will also address the lack of information. Most important, it will save lives!

Early intervention education is especially critical for young people with special needs because these populations are less likely to get the correct facts through some of the traditional channels. People who are hearing impaired or visually impaired are less susceptible to the information

available on the radio, television or the media because of their handicaps. And despite the special needs, these youth are normal, healthy and curious "physical" beings.

A recent study at Boston University School of Public Health revealed that among randomly selected adolescents between the ages of 16 to 19, 70 percent were sexually active. It is estimated that in the United States, 11.5 million teenagers have had sexual intercourse and that 20 percent use condoms as an effective method of protection against AIDS. These protection percentages must change! The probability of reducing the percentages of sexually active young people is nil and to think otherwise would be erroneous. The focus must be on "safer sex" through the use of latex condoms and a spermicide. Precautions must always be taken for every sexual interlude, and they must be used throughout each interlude, from start to finish! Our youth must understand this concept fully because the inappropriate usage of condoms results in ineffectiveness against the virus.

Intravenous drug abuse is increasing in all age groups, including teenagers. This is contrary, however, to what all of the anti-drug campaigns imply. With this increase comes an increase in the sharing of intravenous drug equipment. A percentage of our young people have always experimented with drugs and will continue to do so. They must understand the sometimes fatal consequences of sharing needles and syringes. The virus contaminated blood left in the drug related implements can spread from person to person. If intravenous drug usage is engaged in, clean and previously unused equipment is the only guarantee against the spread of the AIDS virus.

This message does not promote nor condone promiscuity or drug abuse and/or drug addiction. What it is meant to do is address the reality of the situation with our youth. Young people have always suffered from an abundance of "invincibility" and the AIDS issue is no exception.

As adults and educators we have a moral and ethical responsibility to address this public health issue to our youth. The sooner that they hear about it, the better off they will be. It is essential to approach it directly and in a straightforward manner. We cannot rely on this type of education at the homefront because oftentime parents and guardians are ill-informed.

Let us all do our part in helping to stop the spread of the AIDS virus. Remember, AIDS prevention = AIDS education.

Arts Express

Arts Express is a delightful way to introduce elementary students to the visual arts, music, and dance. The 20-program series explores the arts as a communication process -- a way to express oneself and to send and receive messages.

Real-life footage, animated characters, and dramatic sequences make **Arts Express** fun and informative for students in the second, third, and fourth grades.

The programs explain where ideas for artwork come from, how artistic messages are created and sent, and how the individual elements of art forms come together as a total expression.

The Series Design

With its focus on art as communication, **Arts Express** can be used effectively by classroom generalists as well as art specialists.

The series uses two formats. The first nine programs use continuous examples of sound and movement with narration by Donald O'Connor. These programs introduce the concept of communication and illustrate some of the things artists communicate about -- nature, people, cultures, fantasies, feelings. Each program in this section contains examples from the visual arts, music, and dance. An accompanying teacher's guide includes a complete list of the artworks used in the programs.

Beginning with program 10, the series illustrates how artists communicate with a story line similar to *Alice in Wonderland*. Alice finds herself in a strange room with many doors during a visit to an arts center. As she tries each exit, she encounters various characters representing elements of the arts, as well as artists at work.

A colorful cast of animated and dramatic characters add to the special appeal of **Arts Express.** They include Linus the Line, whose voice is provided by Charles Nelson Reilly. Other famous voices include Barbara Feldon as Space; John Shuck as Form; and "Doodles" Weaver as Mark One, an ancient music computer.

Teacher's Guide

The guide accompanying **Arts Express** provides program objectives, media vocabulary, and follow-up activities that encourage students to experiment with artistic communication. Time estimates for the activities are included.

Arts Express

Components
√ 20 15-minute videotapes
√ teacher's guide

Usage/Availability
√ Programs may be purchased as a series or individually.
√ Available in 3/4", VHS, Beta, and broadcast format videotape and in 16mm film.
√ Permitted uses: videocassette (classroom), library, cable, non-commercial broadcast.
√ 7-day preview available (sampler program plus teacher's guide)

Program Titles
1. What Is Communication?
2. Living Creatures
3. The World We Live In
4. Arts Look at the World
5. Appearances, Portraits, and Lifestyles
6. Cultures and Customs
7. The Past
8. Fantasies, Dreams, and Wishes
9. Feelings
10. Line
11. Shape and Form
12. Space
13. Texture
14. Light
15. Visual Arts
16. Rhythm
17. Melody and Timbre
18. Music
19. Dance
20. Animation

Write Ideas

Write Ideas brings bright ideas to your students to improve their writing skills.

These 10 motivational writing tips are short, funny, and guaranteed to spark creative writing among students in grades 4-6.

Hosted by writing specialist Aleda Shirley, **Write Ideas** presents a list of clever, entertaining tips in 3-minute segments to encourage your students to tap their own creative resources.

Program Titles

1. Colors
2. The Third Eye
3. Wishes
4. Negative Imagery
5. Quiet Times
6. Simultaneous Events
7. Being There
8. Animals
9. Writing to Music
10. Letter to the Moon

Write Ideas

Components

√ 10, 3-minute programs
√ teacher's guide

Usage/Availability

√ Programs may be purchased only as a set.
√ Available in 3/4", VHS, Beta, and broadcast formats.
√ Permitted uses: videocassette (classroom), library, cable, non-commercial broadcast.

Word Feathers

Your students will be tickled into learning with **Word Feathers**, an activity-oriented language arts video series for first and second graders.

Word Feathers is designed to instill a love for reading, writing, speaking, and listening -- both for meaning and pleasure. The 32-program series stresses perceptual, listening, word attack, and comprehension skills.

Each 15-minute program uses a magazine format, with four or five short segments featuring a continuing cast of friendly faces -- faces that include Edgar Allen Poetry, Samson the Seal, the Blender Chef, and the Word Watcher.

Word Feathers' greatest emphasis is on using words in stories, rhymes, and in reasoning to give and receive meaning.

The **Word Feathers** programs are packaged on individual videotapes. The topics covered, in general, are:

* **Tape 1** (Programs 1-8): alphabet recognition; initial consonants M, B, S, D, L, F, and N; compound words.
* **Tape 2** (Programs 9-16): word endings; consonant blends; initial consonants H, T, R, V, C, P, K, and W.
* **Tape 3** (Programs 17-24): vowel sounds, digraphs, recalling story details.
* **Tape 4** (Programs 25-32): syllables, short story sequence, decoding new words.

Word Feathers

Components
√ 32 15-minute programs
√ teacher's guide

Usage/Availability
√ Programs may be purchased as a series or individually.
√ Available in VHS, Beta, and broadcast formats.
√ Permitted uses: videocassette (classroom), library, cable, non-commercial broadcast.
√ 7-day preview available (sampler program plus teacher's guide).

Telling Tales

Put a master storyteller before an audience of young students and watch what happens. An instructional session in listening, comprehension, and vocabulary assumes an atmosphere of fun and entertainment.

That is **Telling Tales,** a reading motivation video series for elementary-level children.

The eight colorful folktales of **Telling Tales** present an interesting mix from American and African heritages to expand the skills of students. Teachers, librarians, and drama coaches will find these stories useful in a variety of curriculum areas. The programs may be used individually or as a series.

Program Titles

1. The Bubble Gum Woman -- a new version of the "Tar Baby" story
2. Ash Pet -- a mountain rendition of "Cinderella"
3. Hardy Hard Head -- a "Jack tale" involving a bet with a witch
4. Two Gals -- about a good sister and a bad sister
5. Jack and the Giants -- another "Jack tale," this one featuring Jack's struggle against four giants
6. Soap -- about a forgetful little boy and his troubles
   The Cat and the Rat -- how the rat loses and regains his tail
7. The Parable of the Eagle -- an African version of how the eagle learns to fly
8. Anansi's Rescue from the River -- another African tale about a trickster hero.

Telling Tales

Components
√ 8 15-minute programs
√ teacher's guide

Usage/Availability
√ Programs may be purchased as a set or individually.
√ Available in 3/4", VHS, Beta, and broadcast formats.
√ Permitted uses: videocassette (classroom), library, cable, non-commercial broadcast.

SPECIAL INTERESTS GROUP, PSYCHOLOGISTS
Helen Keefer, Associate School Psychologist
Georgia School for the Deaf

The primary focus of this group was to discuss the needs which should be addressed at the next conference and to discuss existing issues facing the schools represented.

The consensus of the group was that Dr. Pat Schearer had presented interesting and informative information concerning assessment and intervention, but that services offered at their facility were unavailable in our region. The group was informed of tenative plans to establish a similar facility in Atlanta in the immediate future.

Areas the group would like to have addressed in future conferences consisted of:

1. Additional information on programming for Emotionally Disturbed Hearing Impaired Children in the residential schools.

2. Information on Sexual Abuse including:
   A. Counseling techniques geared for hearing impaired children
   B. Perspectives on sexual abuse
   C. Warning signs of sexual abuse
   D. Developing a trusting relationship with an abused child

3. General counseling techniques for working with hearing impaired people. Areas of interests are:
   A. Psychodrama
   B. Teaching other staff members to counsel students
   C. Counseling teachers and houseparents
   D. Developing maturity of the client through the counseling process

4. Nurturing workshops for houseparents and teachers. (Contact Teresa Lee at the GA School for the Deaf)

5. How to establish discipline policies which allow for individual styles of discipline.

6. The use of the program Systematic Training for Effective Teaching (STET) in the schools. (Contact Hank Widmer at South Carolina School for the Deaf)

7. Physical Intervention Techniques (Tennessee School for the Deaf has had this training)

Issues facing the schools at the present time were:

1. DIFFICULTY IN FINDING VALID TESTS FOR EMOTIONAL STATUS.

We were told that Barbara Bower in the School Psychology Department at Gallaudet has information on this. Presently the Rorschach and the Thematic Apperception Test are being addressed by various groups. The Minnesota Multiphasic Personality Inventory (MMPI) has been done and is available from Gallaudet.

2. DEALING WITH DUAL DIAGNOSIS AND DETERMINING THE PRIMARY HANDICAPPING CONDITION.

We learned that Central Institute on Deafness recommends that you not state a primary handicapping condition but state it in terms of which one needs to be addressed first in order to facilitate learning.

3. COORDINATION OF SERVICES AND SERVICE DELIVERY APPROACHES BETWEEN THE HOME LIFE STAFF AND TEACHING STAFF.

Most schools have developed a plan to provide time for the department staffs to meet together on an ongoing basis for the purpose of discussing the needs of individual students in their care.

Additionally, all psychologists present were reminded of the up-coming national testing of school psychologists on July 9, 1988. This session sponsored by the National

Association of School Psychologists (NASP) and conducted by Educational Testing Service (ETS)will be for the purpose of obtaining the norms for the national school psychologists' exam. Anyone who is a member of NASP and is presently practicing in a school system will be "grandfathered in" if they take the test on this date. Information is available from ETS.

AMERICAN ENGLISH PHONETIC HAND ALPHABET

Jay Barker
Barker-Henderson Foundation
P.O. Box 1771
Ogden, Utah 84402-1771

Jay Barker introduced his method of teaching phonetics and speech, both visually and tactually in order to improve the relationship between the written and spoken word. He modified the manual alphabet so that it could illustrate all American English sounds:

1) voiced and voiceless sounds.

2) nasal sounds.

3) position and movement of the tongue.

4) breathflow and aspiration.

5) pitch and duration during vowel productions.

6) silent sounds; i.e. "k" in "knight".

7) spelling vs. pronounciation differences; i.e. "c" in "cat".

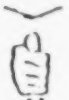
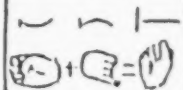
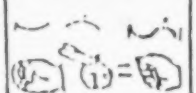
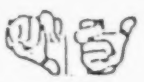
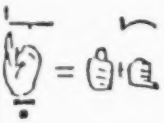
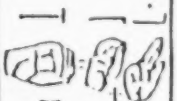
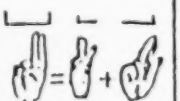
The complete program is called "T.O.T.A.L. (Total Oral Total Aural Language) COMMUNICATION." Phonetics and speech is taught as part of the language program. When teaching the deaf child, first focus more on the productive/"oral" channel and then concentrate on the listening/"aural" channel. The word "TOTAL" illustrates this order. Both channels are taught but because of the difficulty of the aural for a deaf child the oral is emphasized in the beginning for encouragement. This order is reversed with a hearing child because he needs to hear the sound first than say it, whereas the deaf child needs to first see and feel the sound. When learning

TOTAL COMMUNICATION

UNITED STATES OF AMERICA

American English Phoentic Hand Alphabet Chart

A Cheremic Total Oral/Aural Alphabet For Hand Orientation Purposes and a Phonic Standard Keyed to Thorndike Diacritical Markings

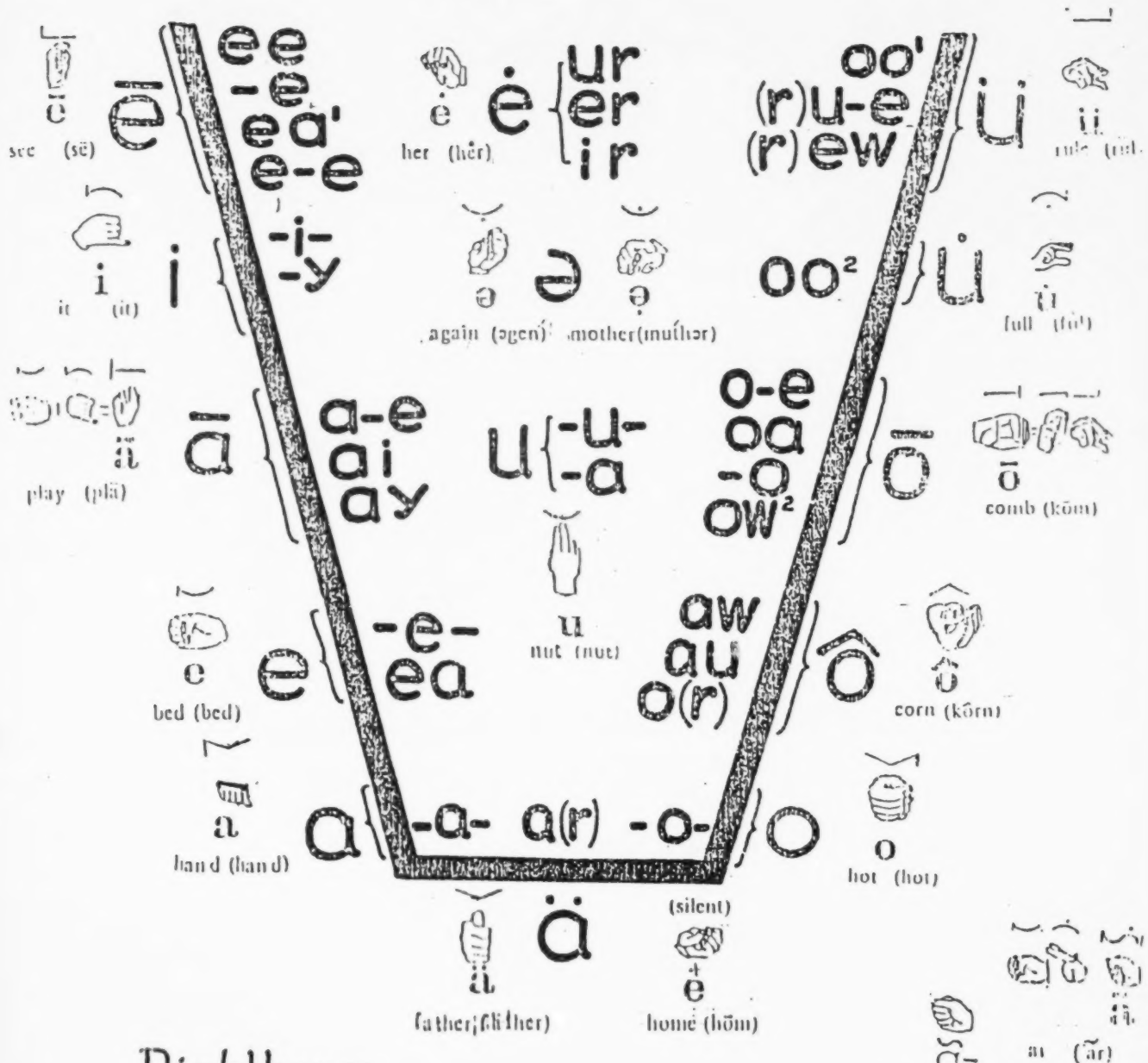
 ä father(fä'ther)	a hand (hand)	 ā play (plā)	 ã air (ãr)	b bee (bē)	 c h child (child)
d day (dā)	ē see (sē)	e bed (bed)	ė her (hėr)	ə again (əgen')	ə mother(muthər)
(silent) e home (hōm)	f five (fīv)	g gun (gun)	h hat (hat)	(silent) h heir (er, ār)	 ī die (dī)
i it (it)	j jam (jam)	k key (kē)	l lamb (lam)	m me (mē)	n nose (nōz)
n g ring (ring)	 ō comb (kōm) (silent)	o hot (hot)	ô corn (kôrn)	o i oil (oil)	o u out (out)
p pop (pop)	p psyhic (sik)	r red (red)	s sign (sīn)	s h she (shē)	t talk (tôk)
t h thin (thin)	T H then (THen)	 ū use (yūz)	u nut (nut)	ü rule (rül)	u full (fu!)
v voice(vōis)	w wet (wet)	h w where (hwār)	y yarn (yärn)	z zoo (zü)	z h (s) measure (mezher

1974

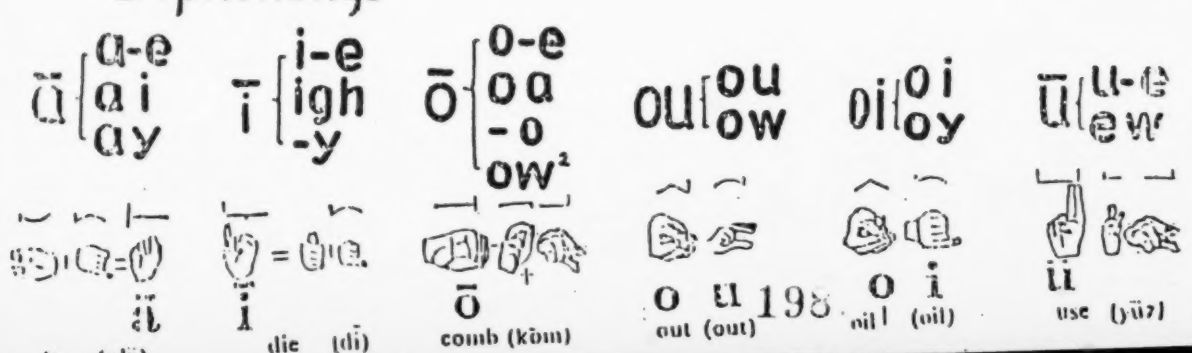
the "In Search of Excellence, Quality and Reforms in The Conquest of ignorance and Space with Hands", Rainbow Series.

r the Deaf and the Blind (U.S.D.B.) Centennial Edition (1884-1984)

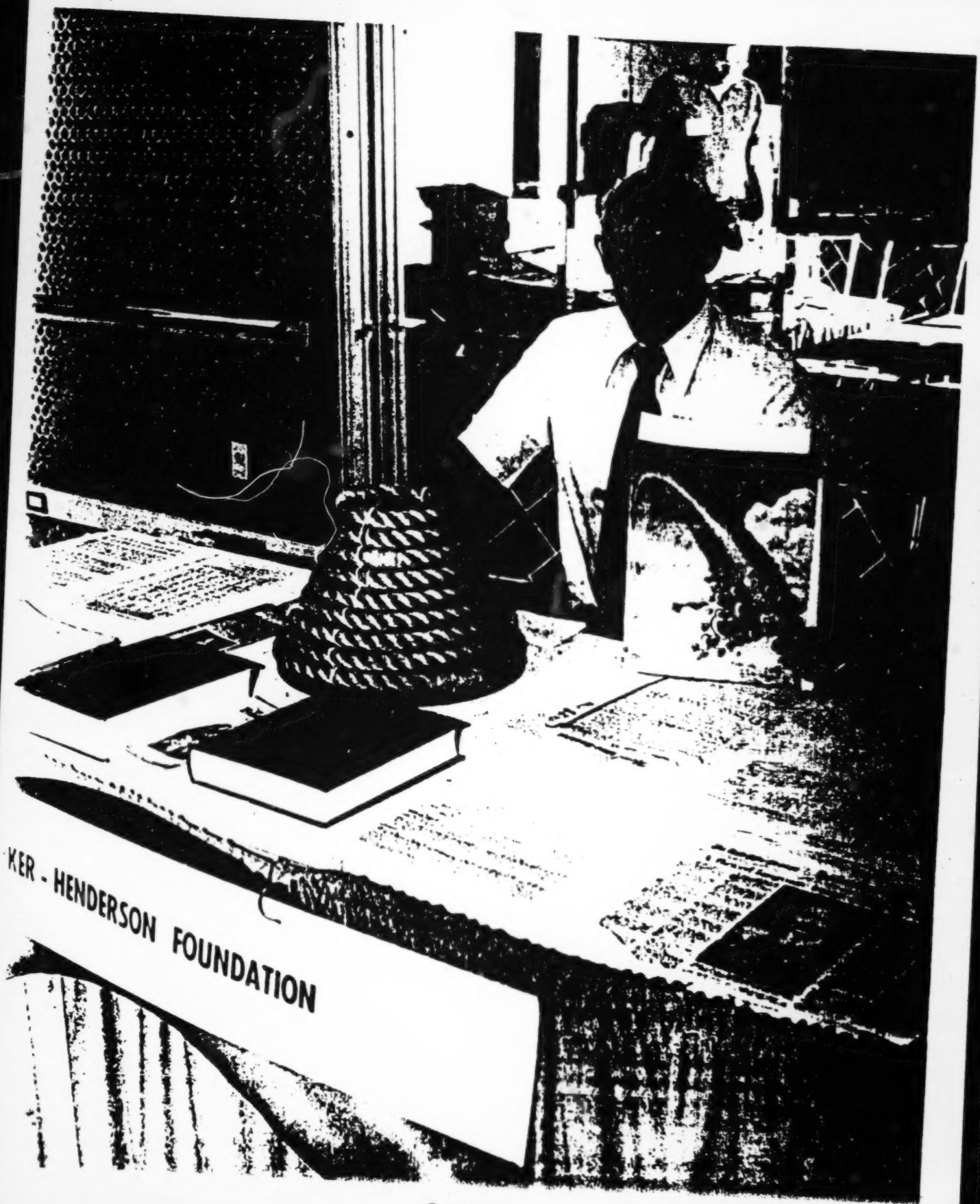
VOWEL TRIANGLE
(Thorndike & Yale Symbols)



Diphthongs



the English Language, pronounciation preceeds spelling; an example of the aural channel first. The deaf child will use this modified manual alphabet in order to recall the meaningful sounds of English.


KER - HENDERSON FOUNDATION

VISUAL IMPULSES
Group's Sponsor: Mike Burton, Chairperson
Co-ordinator Hearing Impaired Program
Floyd College, Rome, Georgia

Floyd College's Visual Impulse Performers strike again with their high energy pulsating messages leaping from the dancing configurations by this group. They were entertaining the weary participants at the 8th Annual Southeast Region Summer Conference through comedy, romance and pathos. They selected a mixture of songs "We Are The World"; Jim Croce's "Car Wash Blues"; Simon and Garfunkles' "Sound of Silence", etc., that could be effectively interpreted in American Sign Language.

These students were willing to stay on into the summer after a long hard year in the books in order to have an opportunity to perform before an audience of professionals in the field of deafness. The response was gratifying to these hearing impaired students and made them feel that their long hours of practice had been justified. Many of these songs (several were from the glorious 60's) have been heard a million times, but we did not understand the full meaning until we saw the signs and interpretive dance.

These Floyd College students: Donna McGhee, Melissa Williams, Lionel Simmons, Dorothy Holmes, Donna Hodges, and with help from Lee Ann Brownlow of Decatur and Gola Burton of Statesboro, gave memorable performances, that all of us associated with deaf education will dream of long after the words and speeches become intermingled with other conference memories.

THE PAST IS PROLOGUE/OBSERVATION/DIRECTIONS

Jim Whitworth, Retired Superintendent
Georgia School for the Deaf

Centuries before Christ, Aristotle, in his History of Animals wrote "Those who are born deaf become senseless and incapable of reason." This set the attitude toward deaf people for over a thousand years.

In the early 1500's the vice king of Spain had five children who could not receive the family inheritance or assume responsibility for it because they were "deaf and could not speak." The father's efforts were the beginnings of the education of deaf people in Spain, France, and subsequently to the United States.

At the Milan, Italy conference in 1888, a prominent oral educator of the deaf successfully promulgated the idea that deaf can't teach deaf because speech was associated with the ability/inability to think.

In 1956, thousand miles south of the Spanish Isthmus, deaf children were being left by animistic tribesmen in the wilderness to be killed and eaten by wolves and wild dogs because "they were cursed by the spirits" and considered insane.

In the 1960's, deaf professionals, usually advertiously deafened, educated by dint of much hard work because of good oral skills (no interpreters of special college programs) they confessed to hearing professional friends; "What can a deaf person offer to a hearing colleague or friend?" "Nothing, the relationship is always on way, from hearing to deaf." Recently the public media quoted the chairman of a board of university trustees as saying "Deaf people are not yet capable of fully functioning in a hearing world."

A. The philosophical right of the minority to access the privilege of the majority was set in 1954

B. The legal right to access was emphasized in 504 and 94-142 legislation. The stage was set...

C. Technology provided the mechanics for the deaf individual's access to services and made the reality of such services feasible.

D. 1. Several factors are simultaneously coalescing to affect public awareness and acceptance of deafness: via the media. [Almost no television or cinema features involving deafness occurred prior to 1980 except Johnny Belinda]. [Many in recent years with culmination being Children of a Lesser God winning a Tony, an Emmy, and an Oscar]. Now, even "As the World Turns," has a couple featuring sign language. Deafness and sign language begins to lose its strangeness and therefore, its connected "difference" and stigma.

2. Several books, well written, interesting novel types, introduce more people to deafness.

3. That two edged sword, 94-142 mainstreaming, introduces more hearing people to deafness, and deaf people.

4. College program proliferation, allows professional and pre-professional to be introduced.

5. Growing sociological sense of people relating to culture identify versus acculturalization.

6. Increased number of trained, capable, dedicated, determined deaf leaders; a "critical mass" seems to have been achieved. There's enough to make a difference. They are an articulate force and aware of "how the game is played." Many states are ahead of Georgia in this regard but our deaf citizens are catching up fast. The Georgia Council of the Hearing Impaired newly founded by young deaf leaders, joining with the older Georgia Association of the Deaf and Georgia Registry of Interpreters for the Deaf organization to host a lobby breakfast for Georgia Legislature. Legislation that would previously have required two to four to pass was introduced and passed the same year; ie., interpreter network, Atlanta Multi-Sensory Center, etc.

7. Existence of a professional agency which recognizes the importance of working the deaf community in eliminating once and for all the insidious discrimination because of ignorance. Thus the acceptance of access has begun.

In the 1960's, we heard sarcastic remarks about "what can poor people contribute to the war on poverty, they don't know what they need." Similar things have been said about deaf people and their struggle. The Gallaudet incident indicates that deaf people's self image and culture identification are maturing.

The 100 years war is over. Education, technology, etc., have allowed deaf people to re-establish their rightful place. Best in his Deafness and the Deaf characterizies, "Deaf people as the most misunderstood among the sons of men but the gamest of them." Helen Keller said "Blindness separates people from things but deafness separates people from people."

A prayer on the wall of the dorm at a residential school in 1958 told the story of a new deaf student who knelt at night to pray as did his room-mates. To indicate his innocent spirit the poem reads... "and his soul, on the wings of angels borne uttered three words, all that he knew, a fish, a top, a shoe..." It made me mad. The child could have understood, with proper training.

We emphasize learning sign language to better understand deaf people. You also need to have knowledge of their culture. The National Association of the Deaf (NAD) Broadcaster and Harlan Lanes' "When the Mind Hears" are two excellent sources. No professional person working with the deaf should be without knowledge of these two publications.

I also suggest Hazards of Deafness by Holcomb and Dancing Without Music by Bierdsly. A good model for understanding deafness is Sound and Sign by Schlessinger and Meadows. A series of NAD video tapes on deaf culture, roles, attitudes, etc. are extremely good.

In unguarded moments, deaf will tell you they learn best from other

deaf. Ninety percent of school graduates name a deaf staffer as the most significant. The hearing professional must be prepared to take the extra steps necessary to facilitate the deaf person functioning on an equal level.

A. Avoid paternalism, also its reciprocal (don't set folks up for a fall).

B. Train local deaf people as proactive advocates.

C. Provide tuition for children of deaf parents in P.S.E. or Gallaudet free in return for service career.

D. Deaf adults should be involved in residential school and mainstream programs. The days of excuses have passed. People will listen.

E. Administrators and leaders need to get involved and listen to deaf people.

F. Mainstreaming in its present form is destroying deaf culture. There needs to be interaction. A variety of interactive programs would help, leadership camps, special emphasis programs, etc. The state residential school could do these.

G. Lobby for sign language in public schools. Sign language is the third most used language after English.

H. Understand that all deaf people are not alike.

I. Strive for excellence.

In days when people say "who cares about apathy anyway," a lot can be done if we don't care who gets the credit. Vocational Rehabilitation has a rare privilege to use discernment and involvement to effectively serve a deserving population.

Excellence can be attained if ...

We Dream more than most people think is Practical

We Expect more than most people think is Possible.

We Care more than most people think is Wise.

We Risk more than most people think is Safe.

We Work more than most people think is Smart.

STATE OF GEORGIA
DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL SERVICES
GEORGIA SCHOOL FOR THE DEAF
CAVE SPRING, GEORGIA 30124

WERNER ROGERS
State Superintendent of Schools

JOSEPHINE MARTIN
Associate State Superintendent

Dear Participants:

I have the privilege and honor of thanking you for coming and participating in the 8th Annual Southeast Region Conference. I want to thank you for your attendance and hope that you gained meaningful knowledge, had the opportunity to relax and unwind, met new friends, and renewed old acquaintances.

I would like to take this opportunity to thank all those who worked so hard to achieve this successful conference:

Mrs. Lee and Mr. Smith for coordinating the conference,

Mrs. Reese and the staff that worked with her to obtain our interpreters,

Mrs. Dillingham and Mrs. Morgan for the door prizes and gifts,

Miss Reeves and her workers for the excellent meals and snacks,

Mr. Perdue for his invaluable assistance,

Mrs. Moore and Dr. Martin for their encouragement and support,

Mr. McDonald and the print shop for their printing,

Mr. Perry and the Home Life Department, and all others that assisted.

It was truly a school-wide effort that brought together all aspects of the school. Again, thank you for coming; see you at the 9th annual conference.

Have a safe trip home and a great summer.

Sincerely,

Michael D. Elliott
Superintendent

MDE:nw

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EQUAL OPPORTUNITY AGENCY